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ABSTRACT

In 1990, a follow-up study was conducted of former students of Lane Community College (LCC) and their employers. The survey targeted three groups of former LCC students: all 1988-89 graduates who earned degrees or certificates, all no-formal-award leavers with 70 or more credits, and all early leavers who had earned less than 70 credits while attending LCC. The data were classified by whether the respondent was a declared vocational major or a lower division transfer student. For the student survey, 289 usable questionnaires were returned for a response rate of 68.2%. The employer section of the survey was sent to all supervisors of those student respondents who agreed to have their employers surveyed, and 91 completed surveys were returned. Major findings of the surveys included the following: (1) a majority of the no-formal-award leavers and lower division transfer students were attending a four-year institution full or part time; (2) over 75% of the graduates and 60% of the no-formal-award leavers and early leavers were employed full or part time; (3) graduates were more likely than no-formal-award leavers and early leavers to be employed in fields related to their LCC training; (4) 78.5% of the graduates agreed "very much" with the statement that they had accomplished their goals at LCC; (5) average employer ratings of employees' personal skills were very high; and (6) employers rated specific vocational skills and general technical skills lower than personal skills. Detailed data tables and graphs, and the two survey instruments are included. (JMC)

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STUDENT & EMPLOYER FOLLOW-UP STUDIES

for

1988-89

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Related Reports and Further Information

Related reports available in the Office of Research, Planning, and Evaluation include:

- Full text of comments from the Student Follow-Up (by declared major/degree)
- Full text of comments from the Employer Follow-Up (by declared major/degree)
- Data analyses for each degree program

For further information on the 1988-89 Student Follow-Up and Employer Follow-Up studies or for information about other research mentioned in this report, please contact:

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1988-89 Student Follow-Up Study

1988-89 STUDENT FOLLOW-UP STUDY

Executive Summary

The Student Follow-up Survey targeted three groups of former Lane Community College students. Surveys were sent to all 1988-89 **Graduates** with degrees or certificates. In addition, we surveyed **No Formal Award** leavers (those 1988-89 students who had 70 or more credits but failed to graduate and did not return to LCC) and **Early Leavers** (students who attended full time for a term during 1988-89, earned fewer than 70 credits, and failed to return to LCC). The data also were analyzed according to whether the respondent was a declared **Vocational Major** or a **Lower Division Transfer** student.

- o A higher percentage of Graduates fell into the oldest age ranges (40 and older). A higher percentage of Vocational students were found in the three oldest age ranges (34 and older).

- o Over 65% of the Graduates were female. No Formal Awards were more likely to be male and Early Leavers were slightly more likely to be female.

- o A majority of No Formal Awards and Lower Division transfer majors were attending school either full or part-time. For these students at least, a two-year degree was not a necessary credential for transfer to a four-year institution. However, if enrollment demand remains high for OSSHE schools (like the University of Oregon), and projected enrollment restrictions are enforced, LCC students may find it more difficult to transfer outside of block transfer agreements requiring an A.A. degree.

- o Over three-fourths of the Graduates were employed full or part-time. Approximately 60% of No Formal Awards and Early Leavers were employed full or part-time.

- o Graduates were more likely than No Formal Awards and Early Leavers to be employed in fields related to their LCC training. For vocational majors, both Graduates and No Formal Awards were far more likely than Early Leavers to be in jobs related to their fields of study. While Graduates were at the greatest advantage, over one-half of all No Formal Awards were hired in jobs related to their majors. Significant progress toward a degree does appear to offer some advantage in locating a related job.

- o The data suggest that Graduates (especially those who were Vocational majors) have a better chance of earning a higher income right out of school. Overall, the employment data suggest that graduating may be an advantage in terms of finding a job, finding a job related to the student's interests, and immediate earning power.

- o For No Formal Awards and Early Leavers, cost and location were the top two reasons students chose to attend LCC rather than another college or university. Location and the availability of a specific program were most important for Graduates.

- o Quality of instruction was the third most important choice factor for all No Formal Awards, and correspondingly, for Lower Division transfer students. Transfer students presumably

have more available choices of institutions to attend. The fact that quality of instruction ranked so high as a choice factor these students makes a very positive statement about their continued perceptions of the quality of instruction at LCC after attending classes here.

- Graduates overwhelmingly indicated that they accomplished their goals "very much". A majority of No Formal Awards also expressed a high level of goal achievement.

- When asked what they wanted at LCC but did not get, the most common responses from Graduates were: jobs, good computer skills, more practical hands-on experiences, instruction in specific skills, and better instruction. Non-graduates indicated that they wanted but did not get: degrees, better counseling and advising, and specific courses.

- More No Formal Awards students tended to leave LCC because they transferred or they accomplished their goals. The same was true of Lower Division transfer students. Vocational majors tended to chose financial problems as their reason for leaving more than any other reason. For Vocational majors, the second highest reason for leaving LCC was to accept a job.

- Almost one-half of former students perceived that their employers are willing to support their continuing job training. This support is mostly in the form of release time or tuition subsidy.

- Average ratings for LCC services were above the midpoint of the rating scale. Telephone registration and Health Services received the highest average ratings. Peer Assistance, Food Services, and Academic Advising received the lowest average ratings.

- Average ratings for the training received at LCC were above the midpoint of the rating scale. Training in technical knowledge received the highest average rating. Career and life planning skills received the lowest average rating.

- Average ratings for quality of experiences at LCC were above the midpoint of the rating scale. Class size and competence of instruction received the highest average ratings. Availability of tutors received the lowest average rating.

- Cooperative Work Experience received an average rating of "Good", well above the midpoint of the rating scale.

1988-89 STUDENT FOLLOW-UP STUDY

General Analysis

The Survey Instrument

The Office of Research, Planning, and Evaluation has conducted a survey of former LCC students each year since 1976. The 1988-89 survey instrument was changed substantially from past surveys, reflecting new information needs of the college. The new survey instrument retained questions on current education status, employment status and income, and ratings for LCC vocational training and services. Several miscellaneous questions had lost their usefulness and were omitted. New items were added on goals and goal achievement, job-hunting assistance, and employer-assisted job training. The complete survey instrument may be found in Appendix A.

The Survey Population

The survey targeted three distinct groups of students:

- **Graduates**: all those students who earned a degree or certificate during the 1988-89 academic year.
- **No Formal Award Completers (NFA)**: all those students who attended full-time at least one term during the 1988-89 academic year, did not re-enroll Fall term 1989, and earned at least 70 credits. In other words, these students have earned a substantial number of credits but left LCC without earning a degree.
- **Early Leavers (EL)**: all those students who attended full-time at least one term during the 1988-89 academic year, did not re-enroll Fall term 1989, and earned less than 70 credits. In other words, these students appeared to be "serious" students and yet dropped out early in their LCC careers.

The survey population included ALL Graduates, No Formal Awards, and Early Leavers from the 1988-89 academic year.

Methodology

In November 1989, lists of all graduates and former students fitting the population criteria were extracted from the mainframe student database. In January 1990, surveys were mailed to all former students on these lists. In February, a second mailing was sent to all who did not respond to the first mailing. Beginning in March, the telephone was used to attempt to contact all non-respondents.

The response rates are listed in Tables 1 through 4. Historical data for Early Leavers have not been recorded. The Student Follow-up budget includes funds for an "incentive", a small inexpensive gift sent with each survey to encourage people to respond. This year the incentive money was used to buy a few more expensive items from the LCC Bookstore (including calculators, sweatshirts, and a portable cassette player) that were given away in a drawing of all students who responded by the end of March. The increase in response rates over the 1987-88 study may be due in part to the drawing.

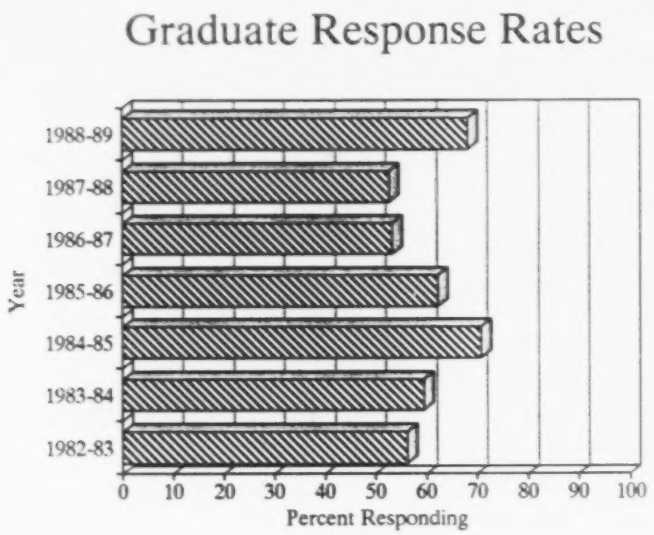
Quantitative data from the returned surveys were entered into the microcomputer-based Paradox database. Comments were grouped by major program and entered into a microcomputer via word processing software.

Table 1: Historical Response Rates and Employment Status
Graduates (Vocational Majors Only)

YEAR	Total N	Respondents N	%	Employed N	%	Emp. Related Job N	%
1982-83	695	391	56.3	321	82.1%	238	74.1%
1983-84	687	409	59.5	323	79.0%	266	82.4%
1984-85	642	454	70.7	352	77.5%	294	83.5%
1985-86	512	319	62.3	245	76.8%	206	84.1%
1986-87	543	289	53.2	241	83.4%	200	83.0%
1987-88	480	253	52.7	198	78.3%	155	78.3%
1988-89	424	289	68.2	242	83.7%	204	84.3%
TOTAL	3983	2404	60.4%	1922	80.0%	1563	81.3%

Example: % of 1988-89 Graduates who responded to survey = 68.2%
% of 1988-89 respondents who are employed = 83.7%
% of employed 1988-89 Graduates who have a job in a related field = 84.3%

Note: Historical comparative data only available for vocational majors



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
September 1990

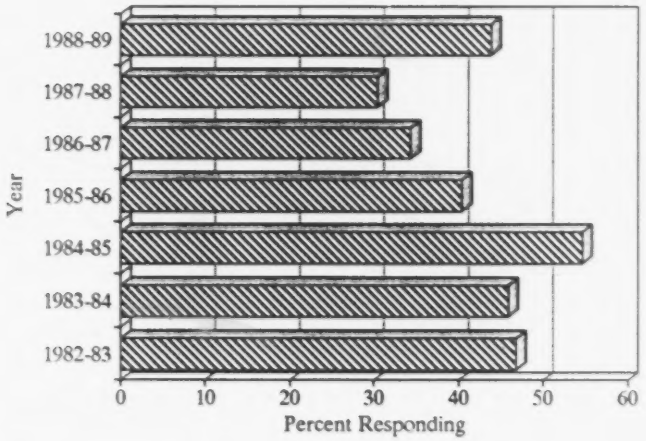
Table 2: Historical Response Rates and Employment Status
No Formal Awards (Vocational majors only)

YEAR	Total N	Respondents N	Respondents %	Employed N	Employed %	Emp. Related Job N	Emp. Related Job %
1982-83	250	117	46.8	77	65.8	34	44.2
1983-84	222	102	45.9	69	67.6	44	63.8
1984-85	183	100	54.6	71	71.0	38	53.5
1985-86	193	78	40.4	51	65.4	33	64.7
1986-87	189	65	34.4	41	63.1	28	68.3
1987-88	141	43	30.5	25	58.1	16	64.0
1988-89	139	61	43.9	46	75.4	26	56.5
TOTAL	1317	566	43.0	380	67.1	219	57.6

Example: % of 1988-89 NFAs who responded to survey = 43.9%
% of 1988-89 NFA respondents who are employed = 75.4%
% of employed 1988-89 respondents who have job in related field = 56.5%

Note: Comparative data only available for vocational majors

No Formal Awards Response Rates



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Table 3: Response Rates and Employment Status
(Vocational Majors Only)

Completion Status	Total N	Respondents N	%	Employed N	%	Emp. Related Job N	%
Graduates	424	289	68.2	242	83.7	204	84.3
No Formal Awards	139	61	43.9	46	75.4	26	56.5
Early Leavers	119	22	18.5	13	59.1	4	30.8
TOTAL	682	372	54.5	301	80.9	234	77.7

Example: % of Vocational Graduates who responded to survey = 68.2

Table 4: Response Rates and Employment Status
(All Respondents)

Completion Status	Total N	Respondents N	%	Employed N	%	Emp. Related Job N	%
Graduates	506	339	67.0	274	80.8	214	78.1
No Formal Awards	401	186	46.4	120	64.5	45	37.5
Early Leavers	311	67	21.5	43	64.2	18	41.9
TOTAL	1218	592	48.6	437	73.8	277	63.4

Example: % of Graduates who responded to survey = 67.0

Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Analysis of Data

The data were analyzed using SPSS-PC+ and/or Quattro Pro. The general analyses that follow use two different groupings of respondents. Each item is analyzed using the Graduate/No Formal Award/Early Leaver grouping ("Completion Status") and a grouping by the student's declared major as Vocational or Lower Division Collegiate ("Major Grouping").

Table 5 shows that Graduates tended to be Vocational majors, and No Formal Awards (NFA) and Early Leavers (EL) tended to be Lower Division Collegiate (LDC) majors. However, there is substantial overlapping and therefore the data were analyzed with respect to both groupings.

Separate reports prepared for individual departments contain analyses of the data by vocational programs. (**Caution:** For NFA and EL students, these analyses use the student's declared major from the student database. A student may effectively change major programs without changing the stored declared major. Therefore, data based on major groupings may be inaccurate for NFA and EL respondents.)

Other more specific analyses of results from the 1988-89 Student Follow-up Study will be prepared and distributed during the following months.

Limitations

The survey results present some limitations. Chief among those limitations is that survey respondents tend to change and filter the past according to their current situations. For example, a student whose original intent was to earn a degree, but who left LCC after a year to accept a job, may report that he/she accomplished his/her goals even though the original goal of a degree was not attained.

Major groupings are determined by the student's declared major from LCC records. Students may freely change their courses of study without changing declared majors, and therefore the major grouping for a non-graduate respondent may not always be accurate.

Respondents may tend to answer questions with a "socially acceptable" response, another limitation of this survey.

The results of this survey are an expression of the attitudes, perceptions, and experiences of former students. To the extent that they do not agree with our own perceptions of reality, we must ask why. Is the survey instrument invalid? Or are our perceptions clouded by our own activities and roles in the college?

Charts and Graphs

Except for numerical ratings, each chart and graph consists of data for one question or item based on both Completion Status and Major Grouping. In general, only frequency tables are shown. The results of any other statistical procedures are reported in the text page that accompanies each analysis section. Shading is used on the tables, usually to emphasize the most frequent response or the highest rating for a group.

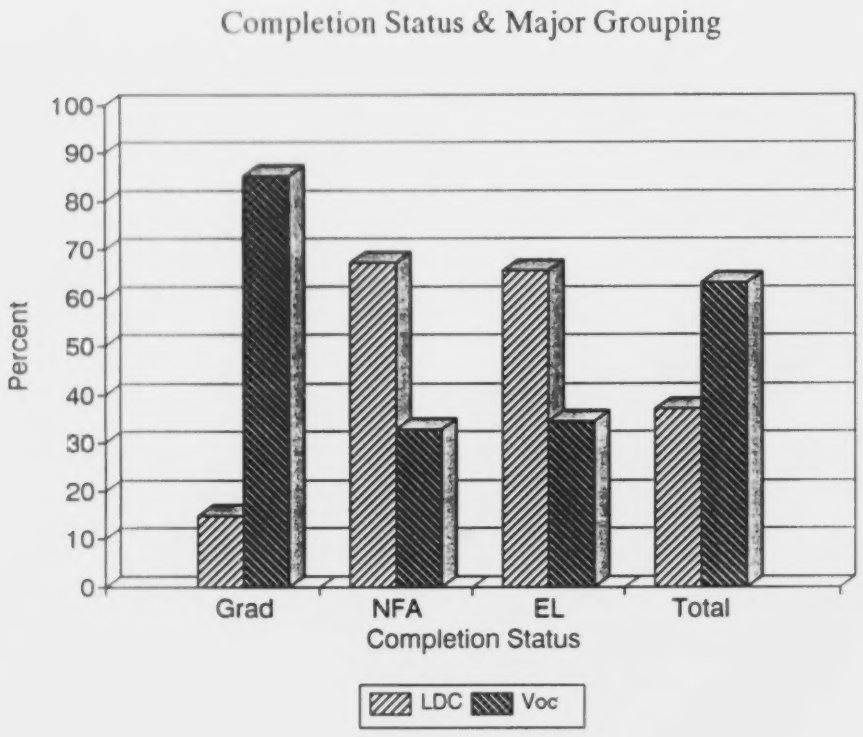
The survey results are divided into five sections of like data for easier reading. Readers are encouraged to seek relationships among data from across sections.

Table 5: Major Grouping and Completion Status

(All Respondents)

Major Grouping	Completion Status: Grads N	Grads %	NFA N	NFA %	EL N	EL %	Total N	Total %
LDC	50	14.7	125	67.2	44	65.7	219	37.0
Voc	289	85.3	61	32.8	23	34.3	373	63.0
Total	339		186		67		592	100.0

Example: % of Graduates who were LDC majors = 14.7



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Demographics

Demographic data for each graduate and former student were captured from the student database and entered into the microcomputer database along with survey results. Demographic data captured consist of age, gender, and ethnic background. Age is collapsed into ranges when the data are extracted from the mainframe.

Age

- A higher percentage of Graduates fall into the oldest age ranges
- Early Leavers fall predominantly in the youngest two age ranges
- The highest percentage of No Formal Awards is found in the youngest two age groups (18 to 21 and 22 to 25)
- Lower Division transfer students tend to fall into the two youngest age groups (18 to 21 and 22 to 25)
- A higher percentage of Vocational students are found in the three oldest age ranges

Interpretation/Analysis:

The age profiles for No Formal Awards and Lower Division transfer students are quite similar, as are profiles for Graduates and Vocational Majors. The age profiles for NFA and LDC reflect the more "traditional" nature of the transfer student population, usually those right out of high school. Older students are a significant component of both Graduates and No Formal Awards.

Perhaps the most striking feature of the age data is the youth of the Early Leavers group. This suggests that age, or more probably maturity level, may be a factor in student attrition.

Further Questions:

- Are older students more "successful"? That is, are older students more likely to earn degrees? (Data from the Student Tracking System tend not to support this interpretation.[1])

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[1]In a recent internal report using various "success" measures, there were no significant differences found by age. Contact Research, Planning, and Evaluation for further information.

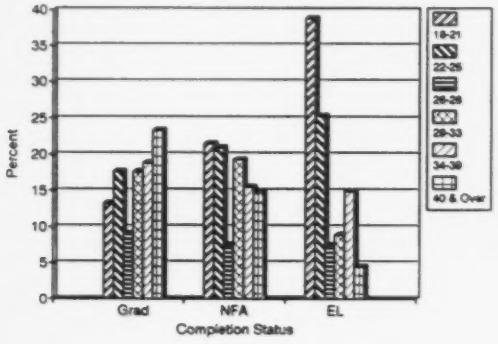
Table 6: Age

(All Respondents)

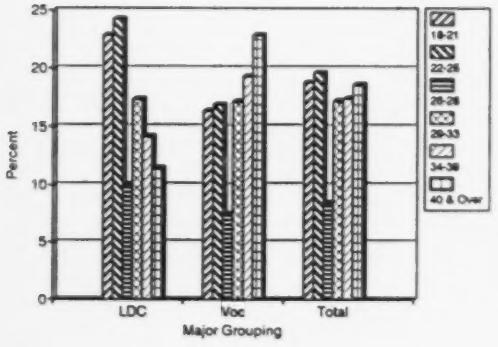
	Completion Status						Major Grouping					
	Grads		NFA		EL		LDC		Voc		Total	
Age	N	%	N	%	N	%	N	%	N	%	N	%
18-21	45	13.3	40	21.5	26	38.8	50	22.8	61	16.4	111	18.8
22-25	60	17.7	39	21.0	17	25.4	53	24.2	63	16.9	116	19.6
26-28	31	9.1	14	7.5	5	7.5	22	10.0	28	7.5	50	8.4
29-33	60	17.7	36	19.4	6	9.0	38	17.4	64	17.2	102	17.2
34-39	64	18.9	29	15.6	10	14.9	31	14.2	72	19.3	103	17.4
40-49	64	18.9	21	11.3	3	4.5	16	7.3	72	19.3	88	14.9
50 & over	15	4.4	7	3.8	0	0.0	9	4.1	13	3.5	22	3.7
Total	339		186		67		219		373		592	100.0

Example: % of Graduates who are 18-21 = 13.3

Age and Completion Status



Age and Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Gender

- Over 65% of the Graduates were female.

- No Formal Awards and Early Leavers show a more equal distribution of males and females, although No Formal Awards have a slightly higher percentage of males.

- A higher percentage of Vocational students were female and the majority of Lower Division transfer students were male.

Interpretation/Analysis:

Since about 54% of LCC's credit population at any one time are female, the findings suggest that females are more likely to earn a degree or certificate than males. (See also the 1989 Weekend College Study for results that indicate females are more likely to complete classes and have a higher average GPA than males.)

Further Questions:

- Are women more likely to pursue vocational degrees?
- Do men tend to have higher educational aspirations than women? (Results from the 1989 Weekend College Study suggest that they do.)

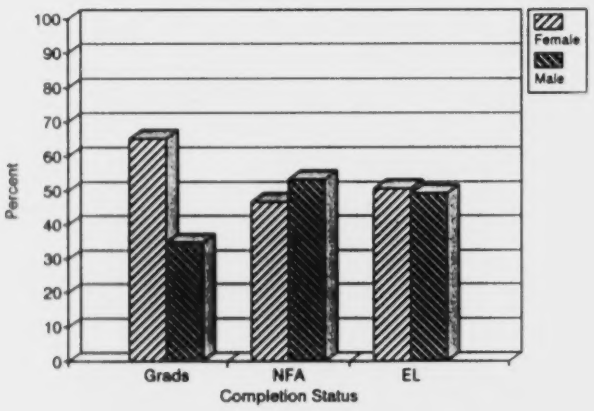
Table 7: Gender

(All Respondents)

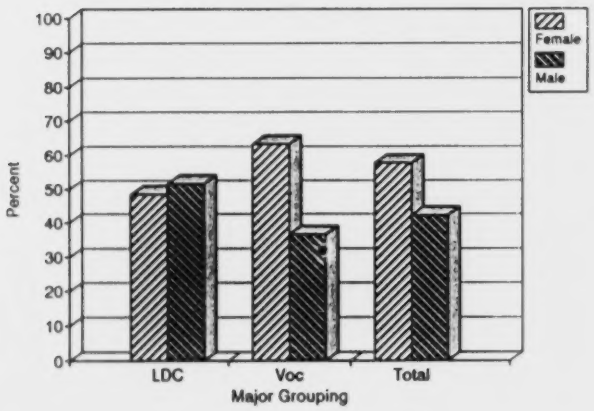
	Completion Status						Major Grouping					
	Grads		NFA		EL		LDC		Voc		Total	
Gender	N	%	N	%	N	%	N	%	N	%	N	%
Female	221	65.2	87	46.8	34	50.7	106	48.4	236	63.3	342	57.8
Male	118	34.8	99	53.2	33	49.3	113	51.6	137	36.7	250	42.2
Total	339		186		67		219		373		592	100.0

Example: % of Graduates who are female = 65.2

Gender and Completion Status



Gender and Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
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Ethnic Background

- Caucasians comprised approximately 90% of each group.

- A slightly higher percentage of Early Leavers were minority students, though the numbers of minorities were too low to realize any statistical significance. The same is true of Lower Division transfer students--a slightly higher percentage were minority students.

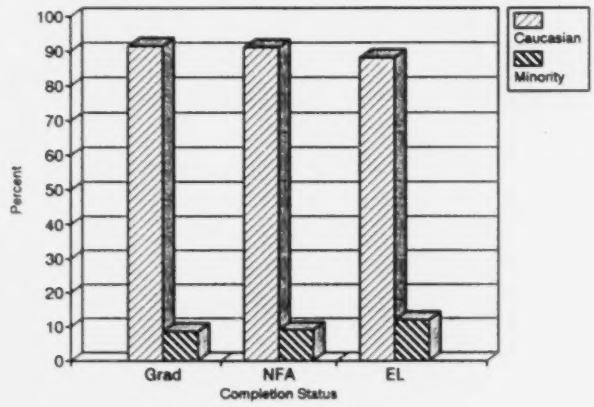
Table 8: Ethnic Background

(All Respondents)

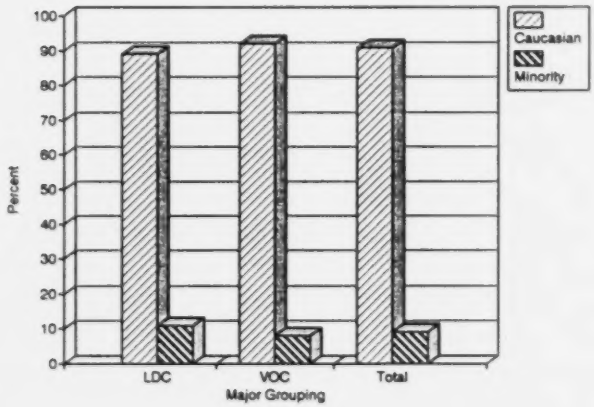
	Completion Status						Major Grouping					
Ethnic Background	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Caucasian	310	91.4	174	93.5	59	88.1	195	89.0	343	92.0	543	91.7
Native American	6	1.8	0	0.0	2	3.0	2	0.9	6	1.6	8	1.4
Black	8	2.4	13	7.0	6	9.0	15	6.8	12	3.2	27	4.6
Asian	3	0.9	1	0.5	0	0.0	2	0.9	2	0.5	4	0.7
Hispanic	7	2.1	3	1.6	0	0.0	3	1.4	7	1.9	10	1.7
Unknown	5	1.5	0	0.0	0	0.0	2	0.9	3	0.8	5	0.8
Total	339		191		67		219		373		597	100.8

Example: % of Graduates who are Caucasian = 91.4

Ethnic Background & Completion Status



Ethnic Background & Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Current Education Status

Item #1: **What is your current education status? Currently attending school:**

[ ] full-time
[ ] part-time
[ ] not currently attending school

- A majority of No Formal Awards and Lower Division transfer majors are currently attending school either full or part-time.

- Early Leavers are slightly more likely to be attending school than Graduates.

- Over 40% of those who currently are attending college go to the University of Oregon. Just over 10% attend Oregon State University.

- Almost a quarter (24%) of those currently attending school indicated that they are attending LCC (see Table 10). Thirty-one (56%) of these current LCC students are Practical Nursing graduates who earned a one-year certificate and are continuing on for a two-year Nursing degree. Only 9 (16%) of the students currently attending LCC did not earn a degree and therefore are "stop-outs" who returned to take classes after Fall 1989.

- A very small percentage of current students are attending another Oregon community college.

Interpretation/Analysis:

The results of this question are very much as one might expect. A clear majority of self-declared transfer students indeed are attending school at another college or university. For these students at least, a two-year degree was not a necessary credential for transfer to a four-year institution. However, if enrollment demand remains high for OSSHE schools like the University of Oregon, and projected enrollment restrictions are enforced, LCC students may find it more difficult to transfer outside of block transfer agreements requiring an A.A. degree.

Not surprisingly, most of LCC's transfer students are attending the University of Oregon.

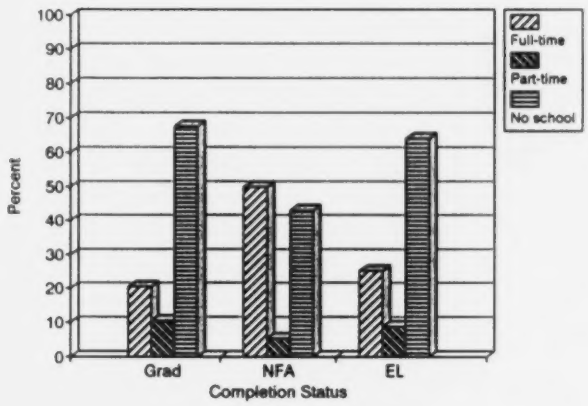
Table 9: Current Education Status

(All Respondents)

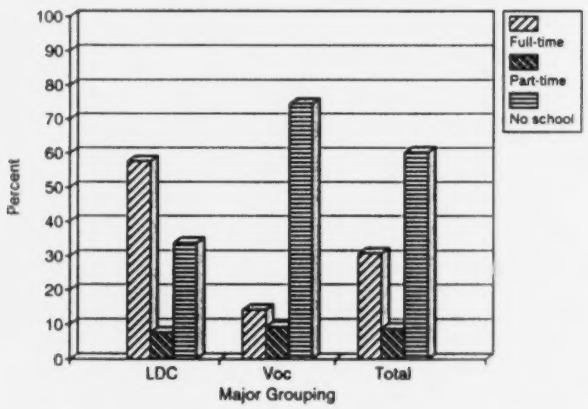
	Completion Status						Major Grouping					
Education Status	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Full-Time	70	20.6	93	50.0	17	25.4	126	57.5	54	14.5	180	30.8
Part-Time	36	10.6	10	5.4	6	9.0	17	7.8	35	9.4	52	8.9
Not in school	229	67.6	80	43.0	43	64.2	74	33.8	278	74.5	352	60.3
No Response	4	1.2	3	1.6	1	1.5	2	0.9	6	1.6	8	1.4
Total	339		186		67		219		373		584	100.0

Example: % of Graduates who are full-time students = 20.6

Education Status and Completion



Education Status and Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation / August 1990

Table 10: Colleges Currently Attended by LCC Graduates and Former Students

College	Number Attending	Percent Attending
University of Oregon	98	41.9
* Lane C.C.	55	23.5
Oregon State	25	10.7
Western Oregon State	11	4.7
California Colleges	7	3.0
Washington Colleges	6	2.6
Portland State	5	2.1
Idaho Colleges	5	2.1
Southern Oregon	5	2.1
Linn-Benton C.C.	3	1.3
Willamette University	2	0.9
Portland C.C.	2	0.9
Mt. Hood C.C.	2	0.9
Linfield College	2	0.9
O.I.T.	2	0.9
Clackamas C.C.	1	0.4
Chemeketa C.C.	1	0.4
Pacific University	1	0.4
Oregon Health Sciences	1	0.4
TOTALS	234	100.0

* In some vocational programs, students graduating with a 1-year degree or certificate continue on for a 2-year degree. For example, 31 Practical Nursing Graduates are currently attending LCC to earn their Associate's Degree in Nursing.

Source: 1988-89 Student Follow-Up Study
Research, Planning, & Evaluation
August 1990

Employment Status

Item #2: **What is your current employment status?**

- [ ] **Employed full-time (35 hours per week or more)**
- [ ] **Employed part-time (fewer than 35 hours per week)**
- [ ] **Full-time military service**
- [ ] **Unemployed (actively seeking employment)**
- [ ] **Temporarily laid off**
- [ ] **Not in the labor force**

- o Over three-fourths of the Graduates are employed full or part-time.

- o Approximately two-thirds of both No Formal Awards and Early Leavers are employed either full or part-time.

- o While it appears that Graduates have an advantage over No Formal Awards and Early Leavers in obtaining full-time employment, the differences are less when comparing these groups for Vocational Majors only (see Table 12A). However, Vocational Graduates are still more likely to be employed either full or part-time when compared to No Formal Awards and Early Leavers (chi square analysis is significant at $p<.02$).

- o Early Leavers are more likely than Graduates and No Formal Awards to be unemployed or not in the labor force (chi square analysis is significant at $p<.0001$).

- o Vocational majors are much more likely to be employed full and part-time than Lower Division transfer majors (chi square analysis is significant at $p<.0001$).

Interpretation/Analysis:

The most striking feature of these data is the employment profile for Early Leavers. A fairly large percentage of Early Leavers are employed full-time. This may be a reflection of Lane County's strong employment rates over the last two or three years. The income profile for Early Leavers (see Table 14) shows a higher percentage in the lower income brackets. The combined data for age, employment, and income suggest a picture of recent high school graduates who start school, leave after a term or so for a variety of possible reasons, and enter or continue in a low-paying job.

Further Questions:

- o Would increased student success efforts at LCC result in retention of some of the Early Leavers? If so, would they go ont to enter higher paying jobs and therefore be better off financially, therefore strengthening the area economy?
- o How will retraining efforts after layoffs in the timber industry affect the employment profile of LCC students?

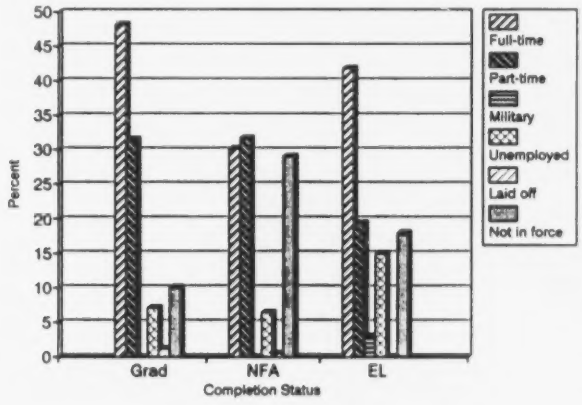
Table 11: Employment Status

(All Respondents)

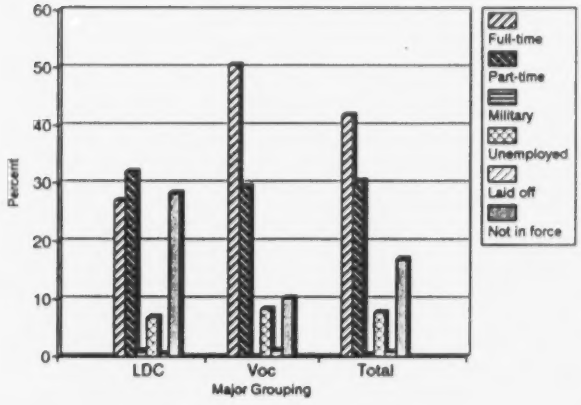
	Completion Status						Major Grouping					
Employment Status	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	163	48.1	56	30.1	28	41.8	59	26.9	188	50.4	247	41.7
Part-time	107	31.6	59	31.7	13	19.4	70	32.0	109	29.2	179	30.2
Military	0	0.0	0	0.0	2	3.0	2	0.9	0	0.0	2	0.3
Unemployed	24	7.1	12	6.5	10	14.9	15	6.8	31	8.3	46	7.8
Laid Off	4	1.2	1	0.5	0	0.0	1	0.5	4	1.1	5	0.8
Not in Force	34	10.0	54	29.0	12	17.9	62	28.3	38	10.2	100	16.9
No Response	7	2.1	4	2.2	2	3.0	10	4.6	3	0.8	13	2.2
Total	339		186		67		219		373		592	100.0

Example: % of Graduates who are employed full-time = 48.1

Employment Status & Completion Status



Employment Status & Major Grouping



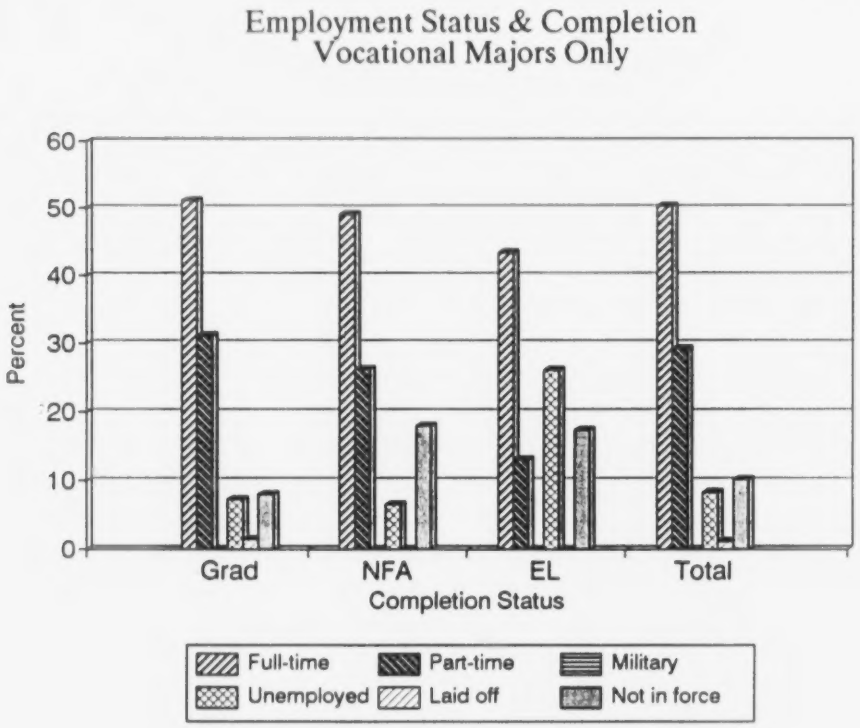
Source: 1988-89 Student Follow-up Study / Research, Planning, & Evaluation / August 1990

Table 12A: Employment Status

(Vocational Majors Only)

Employment Status	Completion Status: Grads N	Grads %	NFA N	NFA %	EL N	EL %	Total N	Total %
Full-time	148	51.2	30	49.2	10	43.5	188	50.4
Part-time	90	31.1	16	26.2	3	13.0	109	29.2
Military	0	0.0	0	0.0	0	0.0	0	0.0
Unemployed	21	7.3	4	6.6	6	26.1	31	8.3
Laid Off	4	1.4	0	0.0	0	0.0	4	1.1
Not in Force	23	8.0	11	18.0	4	17.4	38	10.2
No Response	3	1.0	0	0.0	0	0.0	3	0.8
Total	289		61		23		373	100.0

Example: % of Vocational Graduates who are employed full-time = 51.7



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

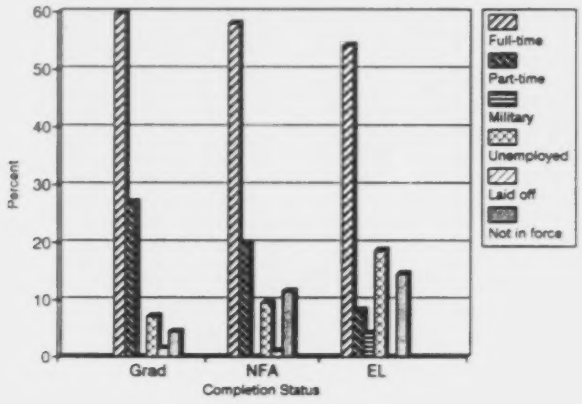
Table 12B: Employment Status

(All Respondents, Not Attending School Full-Time)

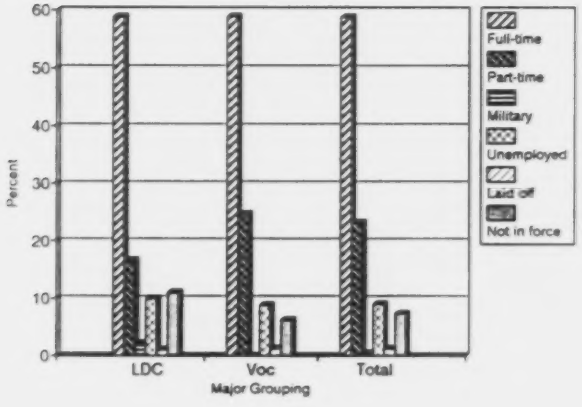
	Completion Status						Major Grouping					
Employment Status	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Full-time	159	59.8	55	57.9	26	54.2	53	58.9	186	58.9	240	58.7
Part-time	72	27.1	19	20.0	4	8.3	15	16.7	78	24.7	95	23.2
Military	0	0.0	0	0.0	2	4.2	2	2.2	0	0.0	2	0.5
Unemployed	19	7.1	9	9.5	9	18.8	9	10.0	28	8.9	37	9.0
Laid Off	4	1.5	1	1.1	0	0.0	1	1.1	4	1.3	5	1.2
Not in Force	12	4.5	11	11.6	7	14.6	10	11.1	20	6.3	30	7.3
Total	266		95		48		90		316		409	100.0

Example: % of Graduates who are employed full-time = 59.8

Employment Status & Completion Status



Employment Status & Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Job Related to Field of Training

Item #4: **Is this job related to your field of training at LCC?**

- Graduates are more likely than No Formal Awards and Early Leavers to be employed in a field related to their LCC training (chi square is significant at $p<.0001$).

- Vocational majors are more likely than Lower Division transfer majors to be employed in a field related to their LCC training (chi square is significant at $p<.0001$).

- 85% of Graduates who were Vocational majors are employed in jobs related to their field of training. Vocational major Graduates (see Table 16) are more likely to be employed in related fields than their No Formal Award and Early Leaver counterparts (chi square analysis is significant at $p<.0001$).

Interpretation/Analysis:

It should be encouraging that over three-fourths of employed graduates in 1988-89 are employed in jobs related to their LCC fields of study. This is a substantially higher percentage than those leavers who did not earn a degree. For vocational majors (see Table 14), both Graduates and No Formal Awards were far more likely than Early Leavers to be in jobs related to their fields of study. While Graduates are at the greatest advantage, over one-half of all No Formal Awards are hired in jobs related to their majors. Significant progress toward a degree does appear to offer some advantage in locating a related job.

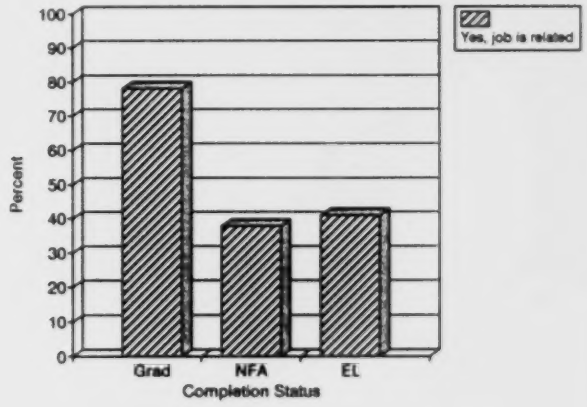
Table 13: Is Job Related to Field of Study?

(All Respondents)

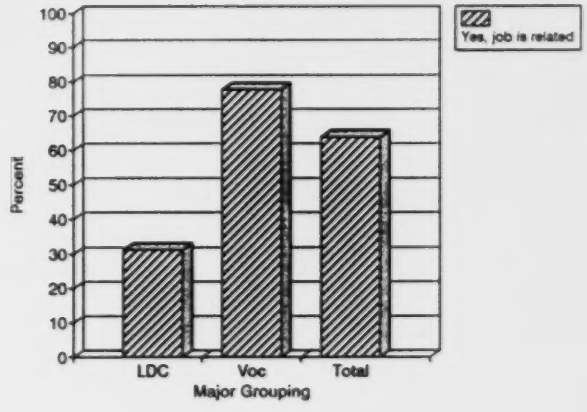
	Completion Status						Major Grouping					
Is Job Related?	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	214	78.1	42	37.8	18	40.9	40	31.3	234	77.7	274	63.9
No	58	21.2	69	62.2	26	59.1	88	68.8	65	21.6	153	35.7
No Response	2	0.7	0	0.0	0	0.0	0	0.0	2	0.7	2	0.5
Total	274		111		44		128		301		429	99.5

Example: % of Graduates who are employed in related field = 78.7

Related Job & Completion Status



Related Job & Major Grouping

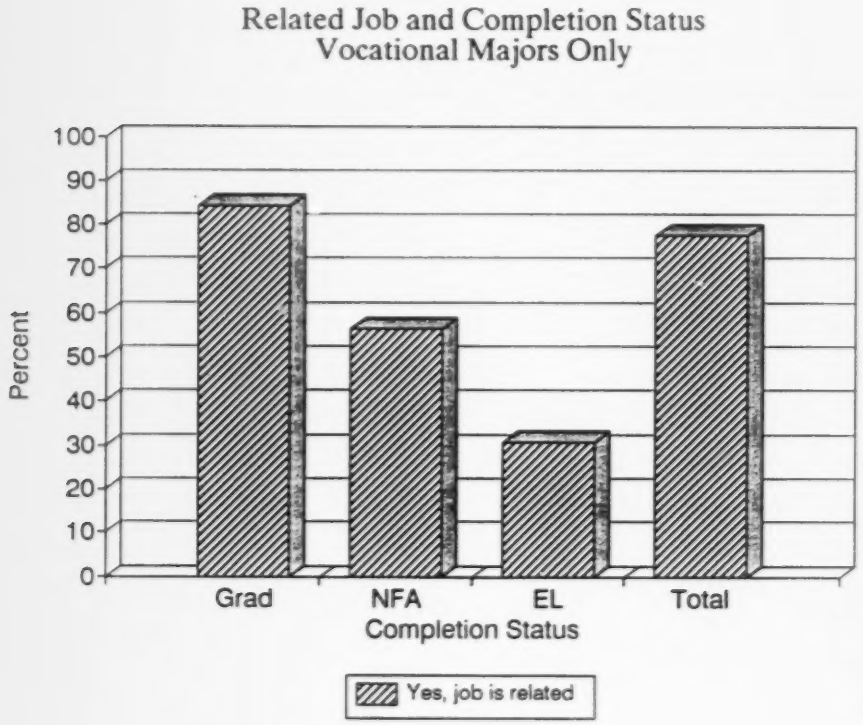


Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation / August 1990

Table 14A: Is Job Related to Field of Study?
(Vocational Majors Only)

	Completion Status							
Is Job Related?	Grads		NFA		EL		Total	
	N	%	N	%	N	%	N	%
Yes	204	84.3	26	56.5	4	30.8	234	77.7
No	36	14.9	20	43.5	9	69.2	65	21.6
No Response	2	0.8	0	0.0	0	0.0	2	0.7
Total	242		46		13		301	100.0

Example: % of Vocational Graduates who are employed in related field = 84.3



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

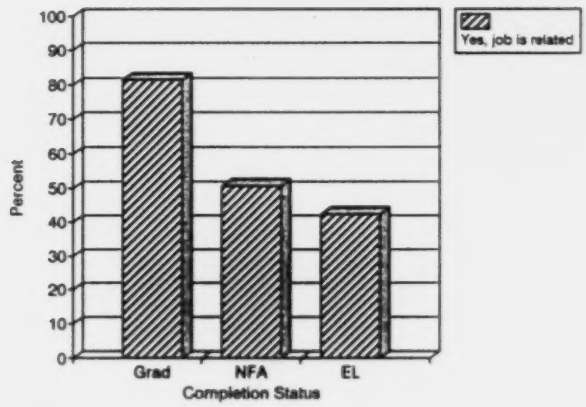
Table 14B: Is Job Related to Field of Study?

(All Respondents, Not Attending School Full-Time)

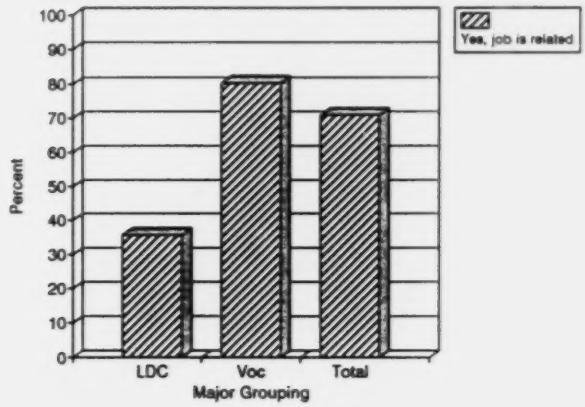
	Completion Status						Major Grouping					
Is Job Related?	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	189	81.5	37	50.7	14	42.4	25	35.7	213	80.4	240	71.0
No	43	18.5	36	49.3	19	57.6	45	64.3	52	19.6	98	29.0
Total	232		73		33		70		265		338	100.0

Example: % of Graduates who are employed in related field = 81.5

Related Job & Completion Status



Related Job & Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Income

Item #5: **What is your current gross monthly income (before taxes)?**

- o A higher percentage of Graduates than No Formal Awards and Early Leavers were in the highest income groupings.

- o No Formal Awards and Early Leavers were more likely than Graduates to be in the lowest income groups.

- o When looking at Vocational majors only (Table 16), Early Leavers are grouped at both ends of the income scale. A higher percentage of Graduates with Vocational majors are in the upper income ranges. (However, a chi square analysis shows no significant differences, probably because the number of respondents in several crosstab cells is quite low.)

Interpretation/Analysis:

The income data for Vocational Majors only shows approximately the same percentage of Early Leavers as Graduates in the top income group. This is probably an aberration as the total "N" for Vocational Early Leavers is very small.

The data suggest that Graduates (especially those who were Vocational majors) have a better chance of earning a higher income right out of school. Overall, the employment data (Tables 11 through 14B) suggest that graduating may be an advantage in terms of finding a job, finding a job related to the student's interests, and immediate earning power.

Further Questions:

- o Does the income differential increase as time goes on between Graduates, No Formal Awards, and Early Leavers? (Data from the Oregon Automated Follow-up will help us answer this question in the future.)

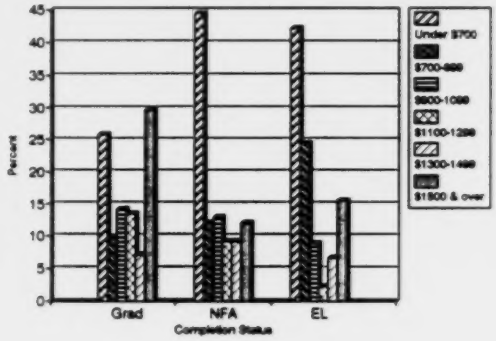
Table 15: Monthly Income

(All Respondents)

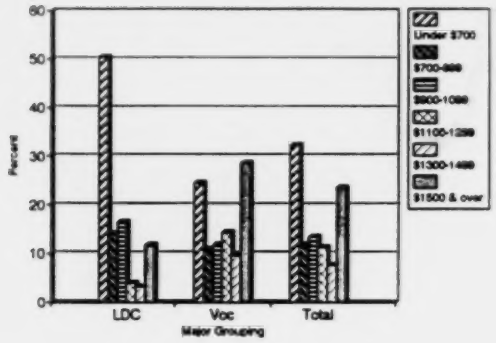
	Completion Status						Major Grouping					
Monthly Income	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Under $500	43	16.1	30	27.8	7	15.6	42	33.1	38	13.0	80	19.0
$500-699	26	9.7	18	16.7	12	26.7	22	17.3	34	11.6	56	13.3
$700-899	26	9.7	13	12.0	11	24.4	18	14.2	32	10.9	50	11.9
$900-1099	38	14.2	14	13.0	4	8.9	21	16.5	35	11.9	56	13.3
$1100-1299	36	13.5	10	9.3	1	2.2	5	3.9	42	14.3	47	11.2
$1300-1499	19	7.1	10	9.3	3	6.7	4	3.1	28	9.6	32	7.6
$1500 over	79	29.6	13	12.0	7	15.6	15	11.8	84	28.7	99	23.6
Total	267		108		45		127		293		420	100.0

Example: % of Graduates reporting income who earn less than $500 = 16.1

Income and Completion Status



Income and Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

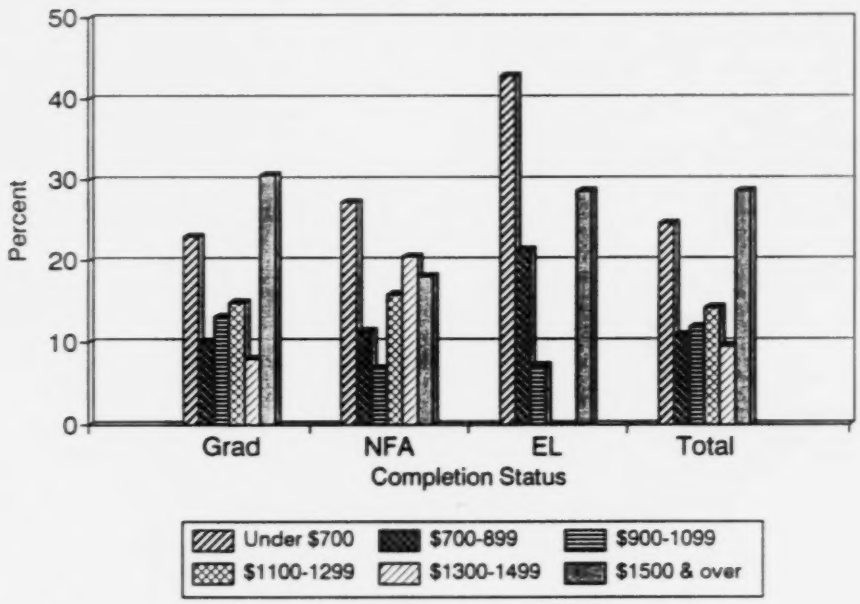
Table 16A: Monthly Income

(Vocational Majors Only)

Monthly Income	Completion Status: Grads N	Grads %	NFA N	NFA %	EL N	EL %	Total N	Total %
Under $500	31	13.2	6	13.6	1	7.1	38	13.0
$500-699	23	9.8	6	13.6	5	35.7	34	11.6
$700-899	24	10.2	5	11.4	3	21.4	32	10.9
$900-1099	31	13.2	3	6.8	1	7.1	35	11.9
$1100-1299	35	14.9	7	15.9	0	0.0	42	14.3
$1300-1499	19	8.1	9	20.5	0	0.0	28	9.6
$1500 over	72	30.6	8	18.2	4	28.6	84	28.7
Total	235		44		14		293	100.0

Example: % of Vocational Graduates reporting income who earn less than $500 = 13.2

Income and Completion Status
Vocational Majors Only



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

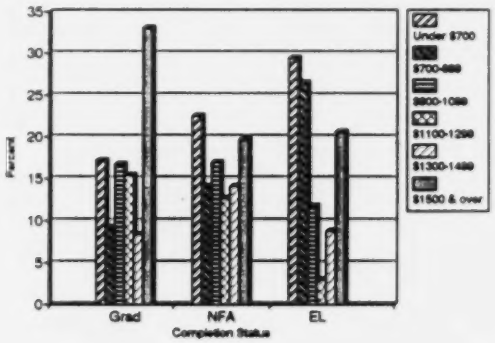
Table 16B: Monthly Income

(All Respondents, Not Attending School Full-Time)

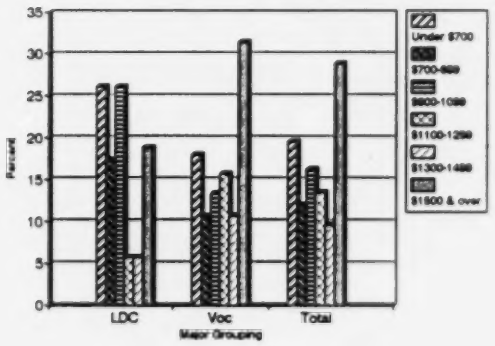
	Completion Status						Major Grouping					
Monthly Income	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Under $500	18	7.9	6	8.5	1	2.9	6	8.7	19	7.3	25	7.5
$500-699	21	9.3	10	14.1	9	26.5	12	17.4	28	10.7	40	12.0
$700-899	21	9.3	10	14.1	9	26.5	12	17.4	28	10.7	40	12.0
$900-1099	38	16.7	12	16.9	4	11.8	18	26.1	35	13.4	54	16.3
$1100-1299	35	15.4	9	12.7	1	2.9	4	5.8	41	15.7	45	13.6
$1300-1499	19	8.4	10	14.1	3	8.8	4	5.8	28	10.7	32	9.6
$1500 over	75	33.0	14	19.7	7	20.6	13	18.8	82	31.4	96	28.9
Total	227		71		34		69		261		332	100.0

Example: % of Graduates reporting income & not in school full-time who earn less than $500 = 7.9

Income and Completion Status



Income and Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Employer Support of Continuing Job Training

Item #19b: If employed, would your employer support your continuing job training?

[ ] Yes
[ ] No
[ ] Don't know

If yes, check all that apply:

[ ] Tuition assistance
[ ] Release time
[ ] Child care support
[ ] Books
[ ] Supplies
[ ] Other

- Over half of the Graduates indicated that their employers would support their continuing job training. Likewise, over half of the Vocational majors indicated that their employers would support their continuing job training.

- Over a third of the entire population said they "don't know" if their employers would support their continuing job training.

- More respondents indicated their employers would provide tuition or release time for job training than other forms of support (see Table 18).

Interpretation/Analysis:

Almost one-half of former students perceived that their employers are willing to support their continuing job training. This support is mostly in the form of release time or tuition subsidy. Very few perceive that their employers would support their training by providing child care, which tends to be a more expensive service.

A large number of respondents simply did not know if their employers would support continued job training.

Data from the 1989 Weekend College Study also indicated that perhaps area employers are a potential resource for the college. Through contact with employers, more of their employees may be encouraged to take classes at LCC.

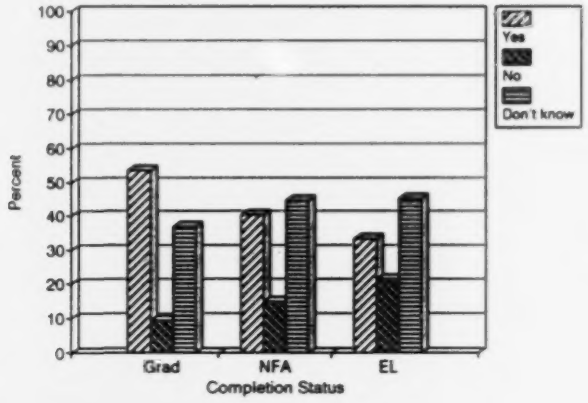
Table 17: Would Employer Support Continuing Job Training?

(All Respondents)

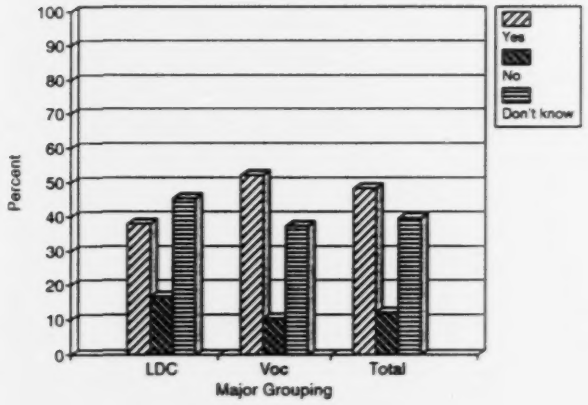
	Completion Status						Major Grouping					
Employer Support?	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	131	53.7	38	40.4	14	33.3	41	38.0	142	52.2	183	48.2
No	23	9.4	14	14.9	9	21.4	18	16.7	28	10.3	46	12.1
Don't know	90	36.9	42	44.7	19	45.2	49	45.4	102	37.5	151	39.7
Total	244		94		42		108		272		380	100.0

Example: % of Graduates whose employers would support continuing job training = 53.7

Employer Support & Completion Status



Employer Support & Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

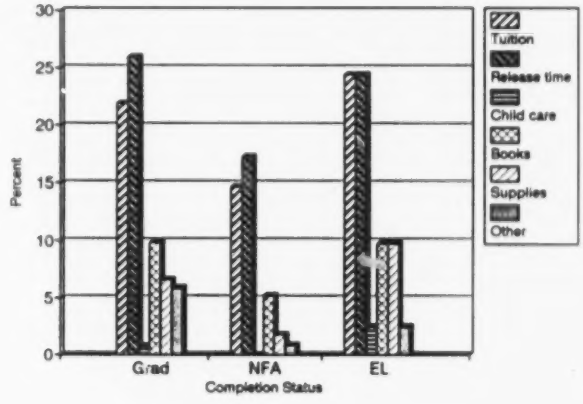
Table 18: Specific Employer Support

(All Employed Respondents)

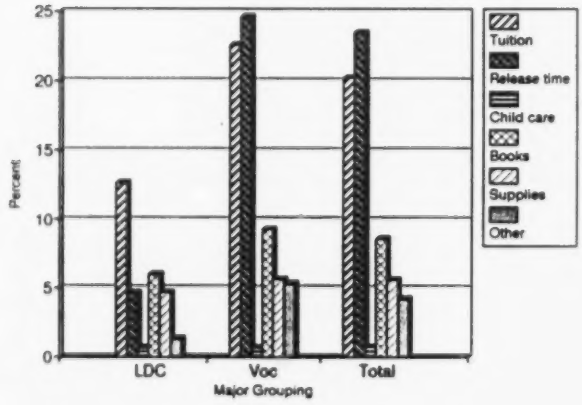
	Completion Status						Major Grouping					
Employer Support	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Tuition	60	21.9	17	14.7	10	24.4	19	12.7	68	22.6	87	20.2
Release Time	71	25.9	20	17.2	10	24.4	7	4.7	74	24.6	101	23.4
Child Care	2	0.7	0	0.0	1	2.4	1	0.7	2	0.7	3	0.7
Books	27	9.9	6	5.2	4	9.8	9	6.0	28	9.3	37	8.6
Supplies	18	6.6	2	1.7	4	9.8	7	4.7	17	5.6	24	5.6
Other	16	5.8	1	0.9	1	2.4	2	1.3	16	5.3	18	4.2
Total	274		116		41		150		301		431	

Example: % of employed Graduates whose employers would provide tuition assistance = 21.9

Employer Assistance & Completion Status



Employer Assistance & Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Primary Reason for Taking Classes at LCC

Item #14: **What was your primary reason for attending LCC? (Choose only one answer.)**

- [ ] **To complete lower division classes for transfer to a four-year college**
- [ ] **To prepare for a new career**
- [ ] **General self-improvement**
- [ ] **To earn a one- or two-year certificate/degree**
- [ ] **To improve/update job skills**
- [ ] **Other**

- o A higher percentage of Graduates indicated that they attended primarily LCC to earn a degree or to prepare for a new career.

- o More No Formal Awards and Early Leavers indicated that their primary reason for attending LCC was to complete lower division courses prior to transferring.

- o Overall, the percentages of former students attending to earn lower division transfer credit, to prepare for a new career, or to earn a degree were very nearly the same.

- o Under "Other", many respondents wrote that the primary reason they attended LCC was because the college offered specific programs and classes, or because they wanted to learn specific skills. Some students re-emphasized their desire to earn credits for transfer.

Interpretation/Analysis:

The results of this item tend to corroborate earlier conclusions of this study, specifically that Vocational Majors tend more than Transfer Majors to graduate. Vocational Majors overall place a high importance on career moves and earning a degree. Not surprisingly, transfer majors are most interested in transferring.

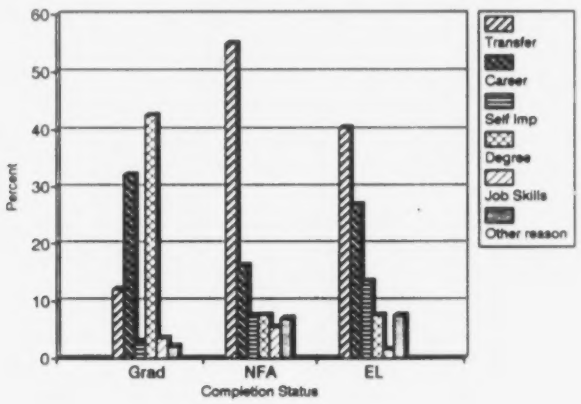
Table 19: Primary Reason for Attending LCC

(All Respondents)

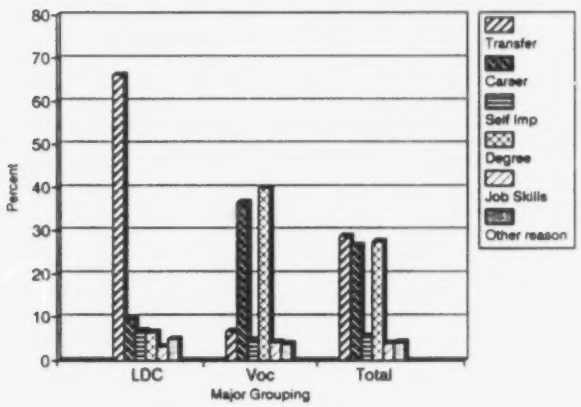
	Completion Status						Major Grouping					
Primary	Grads		NFA		EL		LDC		Voc		Total	
Reason	N	%	N	%	N	%	N	%	N	%	N	%
Transfer	41	12.1	102	54.8	27	40.3	145	66.2	25	6.7	170	28.7
Career	109	32.2	30	16.1	18	26.9	21	9.6	136	36.5	157	26.5
Self Imp	10	2.9	14	7.5	9	13.4	15	6.8	18	4.8	33	5.6
Degree	144	42.5	14	7.5	5	7.5	14	6.4	149	39.9	163	27.5
Job Skills	12	3.5	10	5.4	1	1.5	7	3.2	16	4.3	23	3.9
Other	7	2.1	13	7.0	5	7.5	11	5.0	14	3.8	25	4.2
No Response	16	4.7	3	1.6	2	3.0	6	2.7	15	4.0	21	3.5
Total	339		186		67		219		373		592	100.0

Example: % of Graduates whose reason to attend was to transfer = 12.1

Primary Reason & Completion Status



Primary Reason & Major Grouping



Source: 1988-89 Student Follow-up Study / Research, Planning, & Evaluation / August 1990

Reasons for Choosing LCC

Item #15: **Why did you choose to attend LCC rather than some other college or university? (Check all that apply)**

- [ ] **Specific degree or training program was available at LCC**
- [ ] **Cost is lower**
- [ ] **Quality of instruction is higher**
- [ ] **LCC is close to home**
- [ ] **Because of enrollment restrictions at state colleges and universities**
- [ ] **Other**

Note: Respondents could check more than one category.

- o For No Formal Awards and Early Leavers, cost and location were the top two reasons students chose to attend LCC rather than another college or university.

- o Cost and location were also the most important choice factors for Lower Division transfer students. However, the top choice factor for Vocational students was the availability of specific degree programs.

- o Location and the availability of a specific program were most important for Graduates.

- o Quality of instruction was the third most important choice factor for No Formal Awards, and correspondingly, for Lower Division transfer students.

- o Almost one-third of those checking "Other" indicated that they chose LCC because of the good reputation of the school and/or specific programs offered. Other common choice factors were the small size of classes and the availability of classes in the evening.

Interpretation/Analysis:

Transfer students presumably have more available choices of institutions to attend. The fact that quality of instruction ranked so high as a choice factor for these students makes a very positive statement about their continued perceptions of the quality of instruction at LCC after attending classes here.

Enrollment restrictions at OSSHE colleges and universities had very little to do with the choices students made to attend LCC. However, the enrollment policies at state schools were not in effect long enough to have had much impact on this group of students. (Of the 31 respondents who indicated OSSHE enrollment restrictions were a factor in choosing LCC, 14(45%) are currently attending OSSHE schools and another 5 (16%) are attending colleges in Washington, Idaho, or California.)

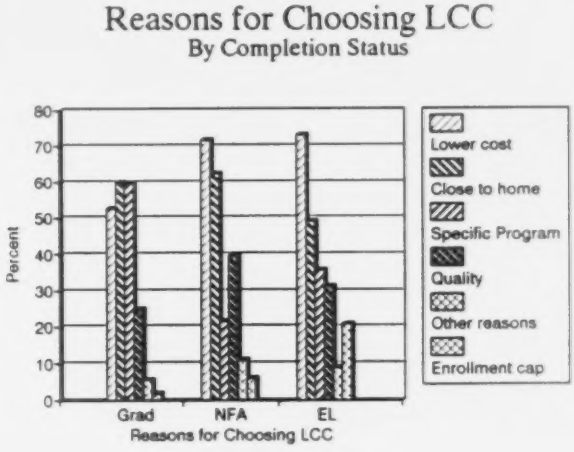
In summary, the data suggest that students are choosing LCC primarily because of cost and location. However, for Vocational students, the availability of a specific program is even more important. For Transfer students quality of instruction is also an important factor.

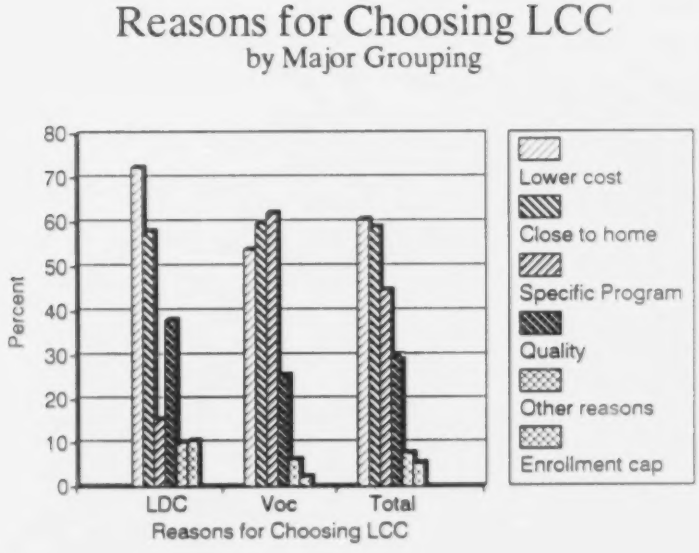
Table 20: Reasons for Choosing LCC

(All Respondents)

Reasons for Choosing LCC	Grad		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
1 Lower Cost	179	52.8	130	71.8	49	73.1	158	72.1	200	53.6	358	60.4
2 Close to home	203	59.9	113	62.4	33	49.3	127	58.0	222	59.5	349	58.9
3 Specific Program	202	59.6	39	21.5	24	35.8	34	15.5	231	61.9	265	44.7
4 Quality of instruction	85	25.1	72	39.8	21	31.3	83	37.9	95	25.5	178	30.0
5 Other reasons	19	5.6	20	11.0	6	9.0	22	10.0	23	6.2	45	7.6
6 Enrollment Caps	6	1.8	11	6.1	14	20.9	23	10.5	8	2.1	31	5.2
TOTALS	339	100.0	181	100.0	67	100.0	219	100.0	373	100.0	593	100.0

Note: Respondents could choose more than one answer





Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation
August 1990

Did Students Accomplish Their Goals?

Item #16: **To what extent did you achieve your goals or obtain what you wanted from your LCC education?**

[ ] Very much
[ ] Somewhat
[ ] Not at all

- Graduates overwhelmingly indicated that they accomplished their goals "very much". A majority of No Formal Awards also expressed a high level of goal achievement.

- As a group, Early Leavers indicated far less satisfaction with their degree of goal attainment. Over 9% of Early Leavers indicated that they did not accomplish their goals at all.

Interpretation/Analysis:

Overall, former students expressed a high degree of satisfaction in terms of goal attainment, with the possible exception of Early Leavers. The majority of this group indicated that they only accomplished their goals "somewhat".

What, if anything, did you want but not get?

Note: This was an open-ended part of Question #16.

- The most common Graduate responses are listed in priority order:
  - A job
  - More practical, hands-on experience
  - Computer skills
  - Instruction in specific skills
  - Better instruction

- The most common responses from No Formal Awards and Early Leavers are as follows:
  - A degree
  - Better counseling/advising
  - Several specific courses

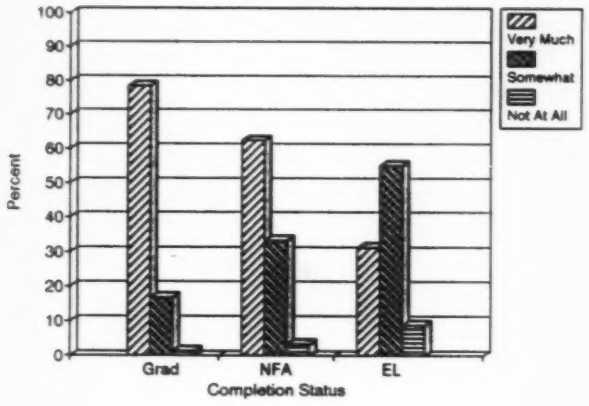
Table 21: Did Students Accomplish Their Goals?

(All Respondents)

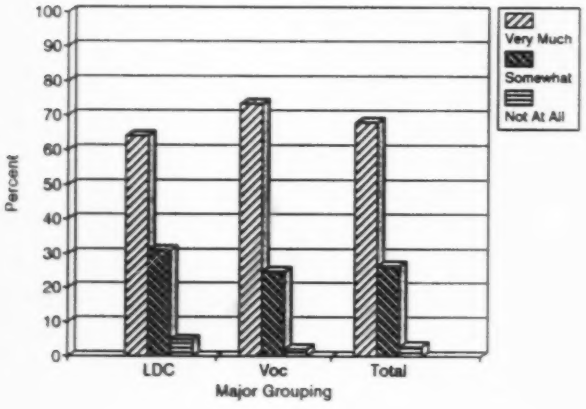
	Completion Status						Major Grouping					
Accomplish Goals?	Grads		NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Very Much	266	78.5	116	62.4	21	31.3	136	64.2	267	73.4	403	68.1
Somewhat	57	16.8	62	33.3	37	55.2	66	31.1	90	24.7	156	26.4
Not At All	5	1.5	6	3.2	6	9.0	10	4.7	7	1.9	17	2.9
No Response	11	3.2	2	1.1	3	4.5	7	3.3	9	2.5	16	2.7
Total	339		186		67		212		364		592	100.0

Example: % of Graduates who accomplished goals "very much" = 78.5

Accomplish Goals & Completion Status



Accomplish Goals & Major Grouping



Source: 1988-89 Student Follow-up Study
Research, Planning, & Evaluation / August 1990

Reasons for Leaving LCC Before Completing a Degree

Item #17: **If you left LCC before receiving a degree or certificate, please check the major reason(s) you left.**

Note: Respondents could check more than one response.

- More No Formal Awards students tended to leave LCC because they transferred or they accomplished their goals. The same was true of Lower Division transfer students.

- Vocational majors tended to chose financial problems as their reason for leaving more than any other reason. For Vocational majors, the second highest reason for leaving LCC was to accept a job.

- Early Leavers were divided fairly equally among four different reasons for leaving: transferred, accomplished goals, financial problems, and moved.

- Overall, "transferred" and "accomplished goals" were picked more often as the reason for leaving LCC. "Financial problems", "moved", "accepted a job", and "other reasons" were each indicated as reasons by more than 10% of the respondents overall.

- Those checking "Other reasons" listed a large variety of reasons for leaving. The most common reason given was that the respondent was accepted into a four-year institution. (Apparently, these respondents were making a distinction between "transferring to" and "being accepted by" a four-year college or university.) The reasons for leaving mentioned most often were:

  Accepted at a four-year college/university
  Unable to complete math requirements
  Moved from the district
  Needed financial aid
  Scheduling problems with work
  Got a job

Interpretation/Analysis:

Virtually no one reported leaving early because of academic problems. This may be due to a well-documented tendency for people to shift "blame" from their own performances to external factors beyond their control (e.g., financial problems, needing a break, health problems, etc.). However, with the exception of financial problems, external factors were chosen by relatively few respondents.

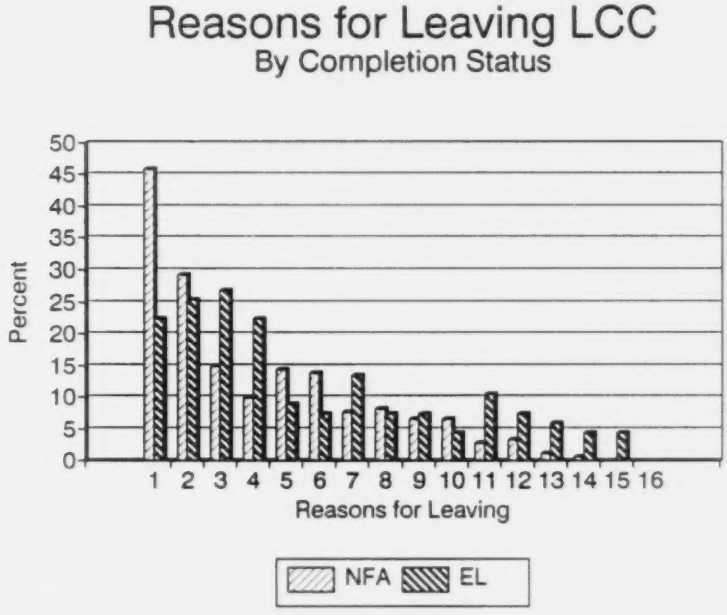
In general, students are not leaving because they are dissatisfied with LCC. Most are leaving because they accomplished their goals and/or transferred. (Remember that the No Formal Awards and Early Leavers groups are made up of only students that took a full-time load at least one term during the 1988-89 academic year. The reasons for leaving LCC may be very different for part-time students.)

Table 22: Reasons for Leaving LCC Before Completing a Degree

(No Formal Awards and Early Leavers only)

Reasons for Leaving LCC Before Completing Degree	NFA		EL		LDC		Voc		Total	
	N	%	N	%	N	%	N	%	N	%
1 Transferred	83	45.9	15	22.4	81	47.9	17	20.2	98	38.0
2 Accomplished goals	53	29.3	17	25.4	58	34.3	12	14.3	70	27.1
3 Financial problems	27	14.9	18	26.9	23	13.6	22	26.2	45	17.4
4 Moved	18	9.9	15	22.4	21	12.4	12	14.3	33	12.8
5 Other reasons	26	14.4	6	9.0	20	11.8	12	14.3	32	12.4
6 Accepted a job	25	13.8	5	7.5	10	5.9	20	23.8	30	11.6
7 Needed a break	14	7.7	9	13.4	13	7.7	10	11.9	23	8.9
8 Lost financial aid	15	8.3	5	7.5	10	5.9	10	11.9	20	7.8
9 Unsure of goals	12	6.6	5	7.5	9	5.3	8	9.5	17	6.6
10 Courses not at convenient time	12	6.6	3	4.5	8	4.7	7	8.3	15	5.8
11 Health problems	5	2.8	7	10.4	6	3.6	6	7.1	12	4.7
12 Dissatisfied with teaching	6	3.3	5	7.5	4	2.4	7	8.3	11	4.3
13 Transportation problems	2	1.1	4	6.0	4	2.4	2	2.4	6	2.3
14 Child care problems	1	0.6	3	4.5	1	0.6	3	3.6	4	1.6
15 Received academic probation	0	0.0	3	4.5	2	1.2	1	1.2	3	1.2
16 Academic dismissal	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTALS	181	100.0	67	100.0	169	100.0	84	100.0	258	100.0

Note: Respondents could check more than one category



Source: 1988-89 Student Follow-up Study

Research, Planning, & Evaluation
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Ratings for LCC Services

Item #13: **An important part of the study is to find out what special courses and services you used while attending Lane Community College and how helpful you found these services. Please rate only those services you used.**

Note: The rating scale for each service ranged from 1 (Very Unsatisfactory) to 5 (Very Satisfactory).

- The percentage of respondents rating a service ranged from 92% (Bookstore) to 10% (Disabled Student Services).
- The total average ratings for services ranged from 4.4 to 3.3.
- Average ratings for each service in each analysis group were all above the midpoint of the rating scale.

Table 23: Average Ratings of Services
(All Respondents)

Services (Rating scale: 1-5)	By Completion Status Grads	NFA	EL	LDC Majors	Voc Majors	Total	Percent Responding
Telephone Registration	4.4	4.5	4.3	4.5	4.3	4.4	90.3
Health Services	4.3	4.3	4.1	4.3	4.2	4.3	55.4
Library	4.1	4.1	4.2	4.1	4.1	4.1	82.6
LCC Catalog	4.1	4.1	4.2	4.1	4.1	4.1	68.2
LCC Class Schedule	4.1	4.1	4.1	4.1	4.2	4.1	85.1
Admissions	4.0	4.1	4.1	4.1	4.0	4.1	83.6
Student Records	4.0	4.0	4.0	4.1	3.9	4.0	79.6
Study Skills Center	4.0	4.0	3.9	4.2	3.9	4.0	27.3
Financial Aid	3.9	3.8	3.6	3.9	3.8	3.8	54.2
Bookstore	3.8	3.6	3.8	3.7	3.8	3.8	91.6
Open Recreation	3.7	3.8	3.7	4.0	3.6	3.8	16.7
Legal Services	3.7	3.7	3.3	3.6	3.7	3.7	25.4
Assessment & Testing	3.7	3.5	3.9	3.5	3.7	3.7	54.0
Veteran's Office	3.6	4.1	3.5	3.8	3.6	3.7	13.4
Women's Center	3.6	3.9	3.8	3.8	3.7	3.7	19.4
Intramural Sports	3.5	4.0	3.5	3.8	3.5	3.6	11.9
Multicultural Center	3.4	3.8	3.4	4.0	3.2	3.6	12.2
Job Placement	3.6	3.2	3.3	3.3	3.5	3.5	37.0
Telecourses	3.5	3.4	3.5	3.5	3.5	3.5	41.5
Disabled Student Services	3.4	3.6	3.4	3.6	3.4	3.5	10.0
New Student Orientation	3.4	3.5	3.5	3.4	3.4	3.4	41.1
Career/Life Planning	3.3	3.5	3.9	3.4	3.4	3.4	28.1
Peer Assistance	3.5	3.1	3.3	3.3	3.3	3.3	14.4
Food Services	3.4	3.2	3.5	3.2	3.4	3.3	66.4
Academic Advising (Advisors)	3.4	3.2	3.4	3.2	3.4	3.3	58.7
Academic Advising (Counselors)	3.4	3.1	3.6	3.1	3.4	3.3	46.7

Source: 1988-89 Student Follow-Up Survey (Rating Scale from 1 to 5, very unsatisfactory to very satisfactory)

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Ratings for Training Received at LCC

Item #10: **Please rate the training you received at LCC in the following areas: (see Table 24 for response items)**

Note: The rating scale for training was 1 = Poor, 2 = Average, 3 = Good.

- o Approximately 90% or more of all respondents rated each training item.
- o The total average ratings for training ranged from 2.7 to 2.3.
- o Average ratings for each kind of training in each analysis group were all above the midpoint of the rating scale.

Rating for Cooperative Work Experience

Item #11: **If you participated in the Cooperative Work Experience (CWE/SFE) program, how would you rate your CWE/SFE assignment in terms of its usefulness in relation to your area of study?**

Note: The rating scale for CWE ranged from 1 (Very Poor) to 3 (Average) to 5 (Very Good).

- o Over two-thirds of the respondents rated CWE/SFE.
- o The overall average rating for CWE/SFE was above the "Good" point on the scale (4 = Good).

Ratings for Quality of LCC Experience

Item #18: **Please rate the quality of your LCC experience in the following areas: (see Table 24 for response items)**

Note: The rating scale ranged from 1 (Very Unsatisfactory) to 5 (Very Satisfactory).

Note: Due to a typographical error in the survey instrument, very few Graduates responded to this item.

- o The percentage of respondents rating the quality of experiences ranged from 69% (Class size and Range of subject matter) to 47% (Availability of tutors).
- o The total average ratings for each experience ranged from 4.4 to 3.6.
- o All average ratings for each analysis group were well above the midpoint of the scale.

Table 24: Average Ratings for Training, CWE, & Quality of Experience
(All Respondents)

Training (Scale: 1-3)	By Completion Status Grads	NFA	EL	LDC Majors	Voc Majors	Total	Percent Responding
Technical knowledge	2.7	2.7	2.7	2.7	2.7	2.7	95.0
Technical skills	2.6	2.6	2.7	2.7	2.6	2.6	93.8
Math skills	2.6	2.5	2.5	2.6	2.6	2.6	92.6
Writing skills	2.5	2.6	2.7	2.7	2.5	2.6	93.1
Interpersonal relationships	2.5	2.6	2.6	2.6	2.5	2.5	91.0
Reading skills	2.5	2.5	2.7	2.6	2.5	2.5	92.3
Speaking fluency	2.5	2.5	2.6	2.5	2.5	2.5	89.0
Microcomputer skills	2.4	2.3	2.5	2.4	2.4	2.4	88.6
Career & life planning skills	2.3	2.2	2.5	2.2	2.4	2.3	90.5
CWE (Scale: 1-5)	4.1	4.4	4.3	4.5	4.1	4.2	77.6
Quality of Experiences (Scale: 1-5)							
Class size	4.3	4.5	4.3	4.5	4.3	4.4	69.1
Competence of instruction	4.3	4.3	4.3	4.3	4.2	4.3	67.2
Availability of instructors	4.1	4.1	4.0	4.2	4.0	4.1	64.4
Range of subject matter	4.1	4.1	4.0	4.1	4.1	4.1	69.1
Facilities	4.1	4.0	4.2	4.1	4.1	4.1	66.2
Availability of classes in location needed	4.0	4.0	4.1	4.1	4.0	4.0	56.2
Equipment	3.8	3.8	4.1	3.9	3.8	3.8	55.2
Availability of classes when needed	3.7	3.7	3.8	3.8	3.6	3.7	67.2
Availability of tutors	3.8	3.5	3.8	3.7	3.6	3.6	47.3

Source: 1988-89 Student Follow-Up Survey
Research, Planning, & Evaluation / August 1990

Highlights from Student Follow-Up General Comments

In general, students were very positive about their LCC experiences. Students especially appreciated the personal attention they received at LCC. Of course, many students also had complaints or suggestions for improvements.

Compliments and Complaints about Instructors:

The most common targets for compliments and complaints alike were individual instructors. Students were lavish with their praise for some instructors and equally critical of others. A consistent theme was that instructors should be held accountable for their teaching. Many students expressed frustration that nothing was done about bad instructors. Students want to evaluate their instructors, and they want to know that those evaluations are heard.

Job Skills:

Two themes dominated this category. Students want more "hands-on" experiences, and they want more computer skills. The need for better computer skills also shows up on Table 24 of the Student Follow-Up and in the results for the Employer Follow-Up. The 1987-88 Student Follow-Up also uncovered computer skills as an area for concern.

Transfer Processes:

Many transfer students recommended that current LCC students take as many classes as possible at Lane before transferring to a four-year school. The only caveat is that advising for transfer students was seen by many as a problem area.[2]

Services:

This year the most common complaints about services were long lines, specifically at Financial Aid and Financial Services counters. Several students asked for affordable child care. The lack of parking at the Downtown Center was also a concern for some students.

Scheduling and Class Size:

Students indicated strong support for the Evening and Weekend programs. Many students asked for more evening and weekend classes so that they could finish degrees without having to interrupt work schedules for day classes. Several students complained about crowded classes and filled classes.

Budget Problems:

As in the 1987-88 Student Follow-Up, many respondents remarked about how budget problems directly affected them. Several lamented the loss of good instructors due to budget reductions. Low staff morale also was noticed by students as a problem tied directly to the college's budget difficulties.

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[2]A study of transfers from LCC to the University of Oregon will be completed this fall. A report of preliminary results may be obtained from the Office of Research, Planning, and Evaluation.

1988-89 Employer Follow-Up Study

1988-89 EMPLOYER FOLLOW-UP STUDY

Executive Summary

Surveys were sent to all supervisors of Student Follow-Up respondents who gave permission for us to contact their employers. We received 91 completed surveys from employers.

- Average employer ratings of employees' personal skills were very high. The top category, "very good", had the highest number of responses in every case.

- Employers rated vocationally specific skills and general technical skills lower than personal skills. Technological skills (equipment operation, equipment maintenance, and computer skills) consistently were rated lowest. The relative ratings in all skills categories were very similar to the results from the 1987-88 Employer Follow-Up Study.

- Employers were asked to compare the vocational training provided by LCC with that of other available education and training. LCC training fared best when compared with a high school education and with no formal training. LCC compared least favorably to a bachelor's degree and training by the employer.

In general, employers are fairly positive about the training LCC provides. The ratings employers gave for their employees' general personal skills are quite high. However, there is room for improvement, particularly in the areas of general technical skills and vocationally specific skills. The results suggest that employers tend to think of LCC training as at least equal to most others, but not unequivocally the best training available.

1988-89 EMPLOYER FOLLOW-UP STUDY

General Analysis

The Employer Follow-Up Study is conducted each year in conjunction with the Student Follow-Up Study. Each student respondent is asked to supply the name and address of his/her employer. The survey instrument may be found in Appendix B.

Methodology

Employer Follow-Up surveys are mailed to employer supervisors as Student Follow-Up responses are received. The number of responses are listed in Table 25 by major and completion status of the student respondents.

Quantitative survey data and written comments are captured as in the Student Follow-Up.

Analysis of Data

As in the Student Follow-Up, the quantitative data were analyzed using SPSS-PC+ and/or Quattro Pro. Most items on the survey are ratings. The analysis for each item includes the number checking each rating and an average rating. Employer respondents may not have completed every item on the survey.

Analysis of Employer Follow-Up data by degree program and instructional department will be sent to the corresponding department chairs. These reports will also be available from Research, Planning, and Evaluation.

Limitations

Employers are not surveyed unless the student gives permission to do so. In this respect the survey population is biased and also tends to be small.

Limitations indicated for the Student Follow-Up also apply to the Employer Follow-Up.

Table 25: Responses by Degree Program

Degree Program	Graduates	NFA/EL	Totals
Associate Degree Nursing	15		15
Aviation Maintenance Tech	1		1
Broadcast/Visual Design	1		1
Business Management	1		1
Computer Programming		1	1
Criminal Justice		1	1
Culinary Food Service		1	1
Dental Assisting	1		1
Dental Hygiene	1		1
Diesel Technology	1		1
Early Childhood Education	4	2	6
Electronics Technician	3		3
Fire Technology	1		1
Flight Technology	1		1
Graphic Design	1		1
Manufacturing Technology	1		1
Medical Office Assistant	4	1	5
Office Administration	11	2	13
Practical Nursing	13		13
Radio Broadcasting		1	1
Real Estate	1		1
Respiratory Care	7		7
Other (Non-vocational)	7	7	14
TOTALS	75	16	91

Source: 1988-89 Employer Follow-Up Survey
Research, Planning, & Evaluation
October 1990

Personal Skills

Item #3: **Please rate the following personal skills of this employee: (see Table 26 for response items)**

- Average employer ratings of employees' personal skills were very high. The top category, "very good", had the highest number of responses in every case.
- The range between the highest and lowest average ratings was very small (.23).

General Technical Skills
Vocationally Specific Skills

Item #4: **Please rate the employee's general technical skills: (see Table 27 for response items)**

Item #5 **Please rate the employee's vocationally specific skills: (see Table 28 for response items)**

- Average ratings for general technical skills and vocationally specific skills were all lower than any average rating for personal skills. The range between the highest and lowest average ratings was .44 and .47 for general technical skills and vocationally specific skills respectively.

Interpretation/Analysis

Employers rated vocationally specific skills and general technical skills lower than personal skills. Technological skills (equipment operation, equipment maintenance, and computer skills) consistently were rated lowest. The relative ratings in all skills categories were very similar to the results from the 1987-88 Employer Follow-Up Study.

Table 26: Ratings of Employee Personal Skills

Personal Skills	5 Very Good	4 Good	3 Average	2 Poor	1 Very Poor	Average Rating
Cooperation with management	58	23	10	0	0	4.53
Attendance	59	19	12	1	0	4.49
Compliance with ethical standards	57	18	14	0	0	4.48
Willingness to learn	52	27	11	0	0	4.46
Personal initiative	58	16	17	0	0	4.45
Accepting responsibility	52	27	10	1	0	4.44
Attitude	52	27	12	0	0	4.44
Cooperation with co-workers	51	27	12	0	0	4.43
Punctuality	56	20	14	0	1	4.43
Compliance with rules & policies	53	22	16	0	0	4.41
Personal appearance	50	22	15	1	2	4.30

N=91

Source: 1988-89 Employer Follow-Up
Research, Planning, & Evaluation
September 1990

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Table 27: Ratings of General Technical Skills

General Technical Skills	5 Very Good	4 Good	3 Average	2 Poor	1 Very Poor	Average Rating
Following instructions	41	27	21	0	0	4.22
Work quantity	40	27	17	3	0	4.20
Listening skills	35	30	23	0	0	4.14
Reading skills	32	27	21	3	0	4.06
Verbal communication skills	32	34	19	5	1	4.00
Manual skills	24	40	23	1	0	3.99
Problem solving skills	28	34	22	4	1	3.94
Writing skills	26	29	24	3	1	3.92
Computer skills	15	13	23	1	0	3.81
Mathematical skills	15	33	24	4	0	3.78

Table 28: Ratings of Vocationally Specific Skills

Vocationally Specific Skills	5 Very Good	4 Good	3 Average	2 Poor	1 Very Poor	Average Rating
Work quality (professional standards)	38	28	16	3	0	4.19
Technical knowledge	18	40	19	2	0	3.94
Equipment operation	18	31	26	1	0	3.87
Equipment maintenance	13	30	25	4	0	3.72

Table 29: Rating of Overall LCC Training

	5 Very Good	4 Good	3 Average	2 Poor	1 Very Poor	Average Rating
Overall Training	35	37	14	1	1	4.18

N=91

Source: 1988-89 Employer Follow-up
Research, Planning, & Evaluation
September 1990

Comparison of LCC Training with Other Training

Item #8: **Please compare this employee's training with employees in the following groups: (see Table 30 for response items)**

- LCC training fared best when compared with a high school education and with no formal training. LCC compared least favorably to a bachelor's degree and training by the employer.

Interpretation/Analysis

The results suggest that employers tend to think of LCC training as at least equal to most others, but not unequivocally the best training available.

Table 30: Comparison of LCC Training with Other Training

Compared to employees with:	LCC Students Received Training that was: Better N	%	About the same N	%	Not as good N	%
Similar LCC training	12	20.0	45	75.0	3	5.0
Training from proprietary/private school	8	15.4	40	76.9	4	7.7
High school education only	51	73.9	14	20.3	4	5.8
Bachelor's degree	11	18.0	29	47.5	21	34.4
Training by employer	21	34.4	27	44.3	13	21.3
No formal training	45	70.3	14	21.9	5	7.8
Training from another community college	11	19.0	43	74.1	4	6.9
Average (Weighted) Percentage		37.4		49.9		12.7

N=91

Source: 1988-89 Employer Follow-up
Research, Planning, & Evaluation
September 1990

Appendix A:
Student Follow-Up Survey

LANE COMMUNITY COLLEGE
STUDENT FOLLOW-UP SURVEY

INSTRUCTIONS:

A. Please answer the following questions by placing an "X" in the box next to the answer that is correct for you.
B. Fill in all the blanks that apply to you.
C. Return the questionnaire in the enclosed envelope. No stamp is needed.

1. What is your current education status?

   Currently attending school: [ ] full-time [ ] part-time

   Name of school_____

   Location: City_____ State_____

   [ ] Not currently attending school

2. What is your current employment status?

   [ ] Employed full-time (35 hours per week or more)
   [ ] Employed part-time (less than 35 hours per week)
   [ ] Full-time military service
   [ ] Unemployed (not employed, but actively seeking employment)
   [ ] Temporarily laid off (expect to be called back within 6 months)
   [ ] Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason)

   (If you are "unemployed" or "not in the labor force," please skip to question 10. If "employed", "temporarily laid off," or "in the military," please continue to question 3.)

3. Please provide the following information on your present job:

   Job Title:_____

   Job Duties:_____

4. Is this job related to your field of training at LCC?

   [ ] Yes, it is related
   [ ] No, it is not related

5. a. What is your current gross monthly income (before taxes)?

[ ] Less than $499	[ ] $800 - 899	[ ] $1,200 - 1,299
[ ] $500 - 599	[ ] $900 - 999	[ ] $1,300 - 1,499
[ ] $600 - 699	[ ] $1,000 - 1,099	[ ] Over $1,500
[ ] $700 - 799	[ ] $1,100 - 1,199	

   b. How many hours per week is this based on?_____ (hours per week)

6. Name of your current employer or firm (if self-employed, please write "self"):_____

   Employer's mailing address:

   _____
   (street) (city, state) (zip)

7. Each year we survey employers of students whose jobs are related to their LCC training. This is to help us evaluate the quality of our educational programs and to give the employers the opportunity to offer us advice. The employer survey will not evaluate you specifically. If we have your permission to contact your immediate supervisor so she/he may participate in our employer survey, please give the following information:

Supervisor's Name:_____ Title:_____

8. If you are currently employed, how did you learn about the job opening? (check one.)

[ ] Responded to a newspaper ad
[ ] Employment agency or State Employment Office
[ ] Went to firm's personnel office to see if they were hiring
[ ] Mutual acquaintance, word of mouth
[ ] Through LCC faculty
[ ] Through LCC Employment/Job Placement Office
[ ] Through LCC Cooperative Work Experience contact
[ ] Other:_____

9. If you are employed, did you receive any information at LCC that was helpful in locating and acquiring your present position?

[ ] Yes [ ] No

Source of information_____

10. Please rate the training you received at LCC in the following areas:

		Good	Average	Poor	Not Applicable
a.	Technical Knowledge	[ ]	[ ]	[ ]	[ ]
b.	Technical skills	[ ]	[ ]	[ ]	[ ]
c.	Reading skills	[ ]	[ ]	[ ]	[ ]
d.	Writing skills	[ ]	[ ]	[ ]	[ ]
e.	Math skills	[ ]	[ ]	[ ]	[ ]
f.	Microcomputer skills	[ ]	[ ]	[ ]	[ ]
g.	Speaking fluency	[ ]	[ ]	[ ]	[ ]
h.	Interpersonal relationship skills	[ ]	[ ]	[ ]	[ ]
i.	Career and life planning skills	[ ]	[ ]	[ ]	[ ]

11. If you participated in the Cooperative Work Experience (CWE/SFE) program, how would you rate your CWE/SFE assignment in terms of its usefulness in relation to your area of study?

Very Good	Good	Average	Poor	Very Poor	Not Applicable
[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

Comments:

12. What kinds of job-hunting assistance did you use through the LCC Employment/Job Placement Office? (Check all that apply.)

[ ] Training in resume writing
[ ] Interviewing techniques
[ ] Referrals to job opportunities
[ ] Information on where to contact employers
[ ] Interviews with employers on campus
[ ] Other:_____

13. An important part of the study is to find out what special courses and services you used while attending Lane Community College and how helpful you found them. Please rate only those services you used by circling the appropriate number.

RATINGS OF SERVICES USED
(Circle appropriate numbers)

	Very Satisfactory		Satisfactory		Very Un-Satisfactory
Telecourses	5	4	3	2	1
Financial Aid	5	4	3	2	1
Health Services	5	4	3	2	1
Student Records	5	4	3	2	1
Admissions	5	4	3	2	1
Telephone Registration	5	4	3	2	1
Legal Services	5	4	3	2	1
Food Services	5	4	3	2	1
Employment/Job Placement services	5	4	3	2	1
Bookstore	5	4	3	2	1
Library	5	4	3	2	1
Women's Center	5	4	3	2	1
Veteran's Office	5	4	3	2	1
Academic Advising and Program Planning					
a. by counselors	5	4	3	2	1
b. by advisors	5	4	3	2	1
Career & Life Planning	5	4	3	2	1
Peer Assistance (Student Services Associates)	5	4	3	2	1
New Student Orientation	5	4	3	2	1
Assessment and Testing	5	4	3	2	1
Disabled Student Services	5	4	3	2	1
Multicultural Center	5	4	3	2	1
LCC Catalog	5	4	3	2	1
LCC Class Schedule	5	4	3	2	1
Study Skills Center	5	4	3	2	1
Open Recreation	5	4	3	2	1
Intramural Sports	5	4	3	2	1

14. What was your primary reason for attending LCC? (Choose only one answer.)

[ ] To complete lower division classes for transfer to a four-year college
[ ] To prepare for a new career
[ ] General self-improvement
[ ] To earn a one- or two-year certificate/degree
[ ] To improve/update job skills
[ ] Other (please specify)_____

15. Why did you choose to attend LCC rather than some other college or university? (Check all that apply.)

[ ] Specific degree or training program was available at LCC
[ ] Cost is lower
[ ] Quality of instruction is higher
[ ] LCC is close to home
[ ] Because of enrollment restrictions at state colleges and universities
[ ] Other (specify) _____

16. To what extent did you achieve your goals or obtain what you wanted from your LCC education?

[ ] Very much so [ ] Somewhat [ ] Not at all

What, if anything, did you want but not get? _____

17. If you left LCC before receiving a degree or certificate, please check the major reason(s) you left. (If you graduated from the program, skip to question 19.)

[ ] Accomplished what I wanted to
[ ] Financial problems
[ ] Health problems
[ ] Transferred to another college
[ ] Transportation problems
[ ] Child care problems
[ ] Dissatisfied with the quality of teaching
[ ] Accepted a job
[ ] Moved out of the area
[ ] Was unsure of my academic goals
[ ] Lost my financial aid
[ ] Academic dismissal
[ ] Needed a break before returning to school again
[ ] Received academic probation letter and got discouraged
[ ] Wanted to complete requirements, but the required courses were not offered when I could take them.
[ ] Other (please state)_____

18. Please rate the quality of your LCC experience in the following areas: (Circle appropriate numbers for each area)

	Very Satisfactory		Satisfactory		Very Un-Satisfactory
Range of subject matter available	5	4	3	2	1
Class size	5	4	3	2	1
Availability of tutors	5	4	3	2	1
Competence of instruction	5	4	3	2	1
Availability of instructors outside of class	5	4	3	2	1
Facilities	5	4	3	2	1
Equipment	5	4	3	2	1
Availability of classes when needed	5	4	3	2	1
Availability of classes in location needed	5	4	3	2	1

19. a. LCC would like to continue meeting your education and training needs. What specific job-related training do you anticipate needing in the near future?

_____

b. If employed, would your employer support your continuing job training?

[ ] Yes [ ] No [ ] Don't know

If yes, check all that apply.

[ ] tuition assistance
[ ] release time
[ ] child care support
[ ] books
[ ] supplies
[ ] other (please specify) _____

20. We would like to have your comments, both positive and negative, about our programs, services, teaching, CWE, or any other area of importance to you. Include new features (programs, courses, or services) that you would like to see at LCC. Please use the space below or attach another sheet of paper.

THANKS FOR YOUR TIME AND HELP!!

Institutional Research, Planning, & Evaluation
December 1989

Appendix B:
Employer Follow-Up Survey

Lane Community College
Employer Follow-up Survey

Employer:

Employee: _____

Job Title: _____

Program Major: _____

1. Is the Employee's job title correct?

[ ] yes [ ] no

If not, please supply the correct job title: _____

2. What is your job title? _____

What is your relationship to the Employee?

[ ] Direct supervisor [ ] Co-worker [ ] Other _____

3. Please rate the following personal skills of this employee: (Circle the appropriate rating for each category.)

	Very Good		Average		Very Poor	Not Applicable
Accepting responsibility	5	4	3	2	1	x
Punctuality	5	4	3	2	1	x
Personal initiative	5	4	3	2	1	x
Willingness to learn	5	4	3	2	1	x
Cooperation with co-workers	5	4	3	2	1	x
Cooperation with management	5	4	3	2	1	x
Attendance	5	4	3	2	1	x
Attitude	5	4	3	2	1	x
Personal appearance	5	4	3	2	1	x
Compliance with rules & policies	5	4	3	2	1	x
Compliance with ethical standards	5	4	3	2	1	x

What specific training should LCC provide to improve personal skills? _____

_____

4. Please rate the employee's general technical skills: (Circle the appropriate rating for each category.)

	Very Good		Average		Very Poor	Not Applicable
Mathematical skills	5	4	3	2	1	x
Reading skills	5	4	3	2	1	x
Writing skills	5	4	3	2	1	x
Problem solving skills	5	4	3	2	1	x
Manual skills	5	4	3	2	1	x
Verbal communication skills	5	4	3	2	1	x
Following instructions	5	4	3	2	1	x
Work quantity	5	4	3	2	1	x
Computer skills	5	4	3	2	1	x
Listening skills	5	4	3	2	1	x

What specific training should LCC provide to improve general technical skills? _____

_____

5. Please rate the employee's vocationally-specific technical skills: (Circle the appropriate rating for each category.)

	Very Good		Average		Very Poor	Not Applicable
Technical knowledge	5	4	3	2	1	x
Equipment operation	5	4	3	2	1	x
Equipment maintenance	5	4	3	2	1	x
Work quality with respect to professional standards	5	4	3	2	1	x

What specific technical skills does this employee lack? _____

_____

What specific training should LCC provide to improve technical skills? _____

_____

6. What is your overall rating of the training received by this individual with respect to the requirements of his or her job? (Check one.)

Very Good	Good	Average	Poor	Very Poor
[ ]	[ ]	[ ]	[ ]	[ ]

7. To what extent has this employee's training added to his or her ability for job placement and/or advancement? (Please check only one category.)

Very Much	Much	Average	Little	Very Little
[ ]	[ ]	[ ]	[ ]	[ ]

8. Please compare this employee's training with employees in the following groups. (Example: If you think the employee received better training than the group listed, check "Better Training" next to that group.)

	Better Training	About The Same	Less Prepared	Not Applicable
Employees with similar LCC training	[ ]	[ ]	[ ]	[ ]
Employees with training from a proprietary or private school	[ ]	[ ]	[ ]	[ ]
Employees with high school education only	[ ]	[ ]	[ ]	[ ]
Employees with bachelor's degree	[ ]	[ ]	[ ]	[ ]
Employees with training by employer	[ ]	[ ]	[ ]	[ ]
Employees with no formal training	[ ]	[ ]	[ ]	[ ]
Employees with training from another community college	[ ]	[ ]	[ ]	[ ]

9. What were the primary sources for initial hiring of the employee? (Check all that apply.)

[ ] Employment agency
[ ] LCC faculty member
[ ] LCC Employment Placement Office
[ ] LCC Cooperative Work Experience (CWE) Program
[ ] Mutual acquaintance
[ ] Employee applied on own initiative
[ ] Other (please specify) _____

10. Please comment on the training this employee received at Lane Community College. Please include suggestions for improvement of the vocational training program. What should LCC be doing for students that it is not currently doing? What additional areas of training should LCC provide?

Did you know? Lane Community College provides an Employment/Placement Office as a service to our students. The function of this office is to match student skills with employer needs. For more information on how we can help you find qualified employees, please contact:

Joan Adams, Assistant Director
LCC Employment/Placement Office
747-2217

If you have questions or comments about this survey please contact:

Marie Matsen
Office of Institutional Research, Planning, and Evaluation
747-4501, extension 2576

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